THE MIDDLEBURY COLLEGE

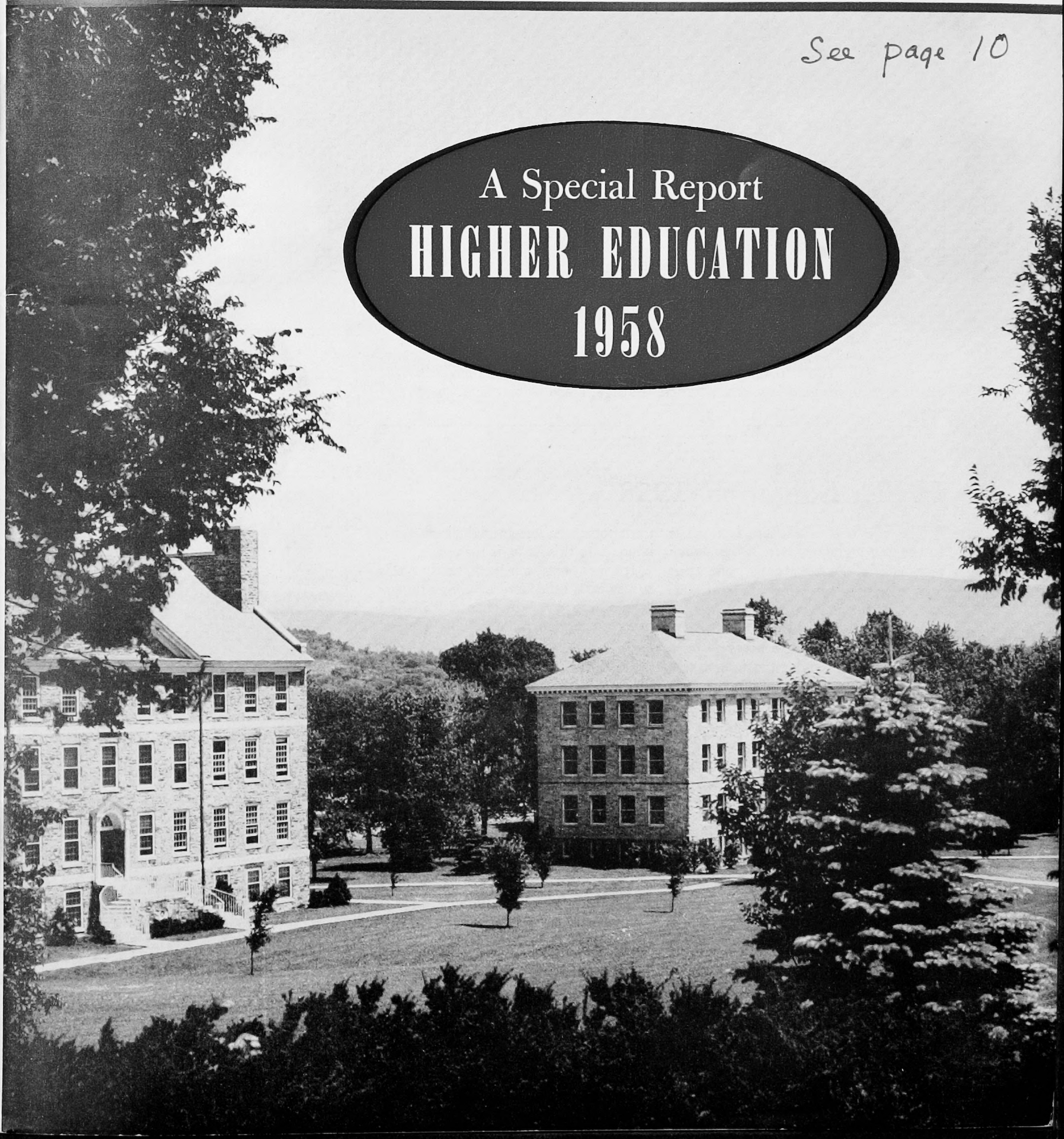
News Letter

SENT BY THE COLLEGE TO ALL MIDDLEBURY MEN AND WOMEN

Spring 1958

See page 10

A Special Report
HIGHER EDUCATION
1958

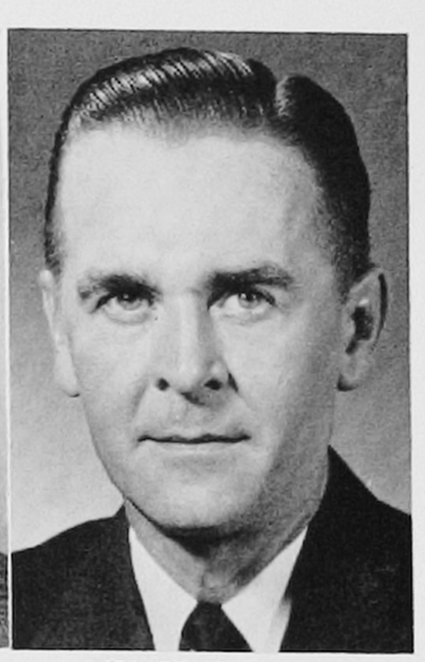


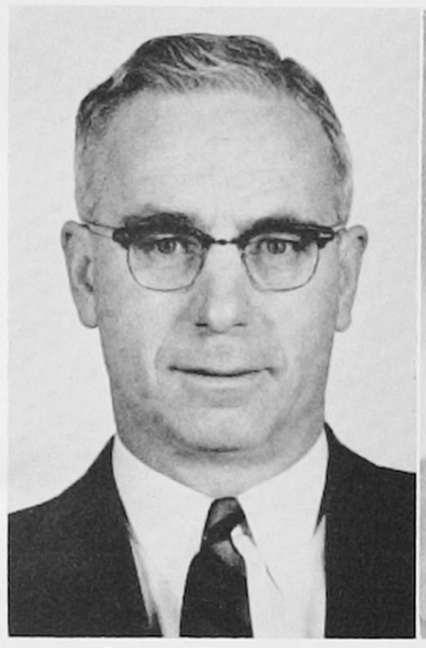
H. O. Riegelman

R. J. Saulnier

P. N. Swett, Jr.

C. J. Holmes


W. H. Finigan


C. E. Thrasher

A. T. Golnick

C. M. Pike

Mrs. Brailey

Mrs. Trimmer

THE 1958 candidates nominated for Alumni offices are: Alumni Trustee—Herbert O. Riegelman, '25, Raymond J. Saulnier, '29; National President—Phelps N. Swett, Jr., '34 (*unopposed for re-election to second one-year term*); President Washington, D.C. District—C. John Holmes, '36, Donald I. Gale, '43 (*photo not available*); President, Buffalo District—William H. Finigan, '36, Charles E. Thrasher, '32; President, Chicago District—Albert T. Golnick, '22, Carroll M. Pike, '45.

Alumnae candidates are: National President—Dorothy Nash Brailey, '19 (*unopposed for re-election to second two-year term*); Delegates-at-Large—Kaye Sturges Trimmer, '48, Nancy Thomson, '52.

Election will be held through the medium of the U.S. Mails. Ballots will be mailed soon to all Alumni-ae qualified to vote. Voters must return their marked ballots by mail no later than June 1, 1958. Ballots must be signed in order to be counted.

Miss Thomson

Late Press Time News

As the NEWS LETTER goes to press a total sum of $30,458.76 has been contributed to the Alumni Fund. Of this amount, 10733 men have contributed $18,712.85, 1402 women—$11,682.91, and $63.00 has been received from friends.

The goal of this year's fund is $55,000, leaving a balance of $24,541.24 to be raised.

The Board of Trustees of the College has voted to apply for a Federal loan and engage architects to prepare plans for the very much needed renovating and redecorating of Hepburn Hall, men's dormitory.

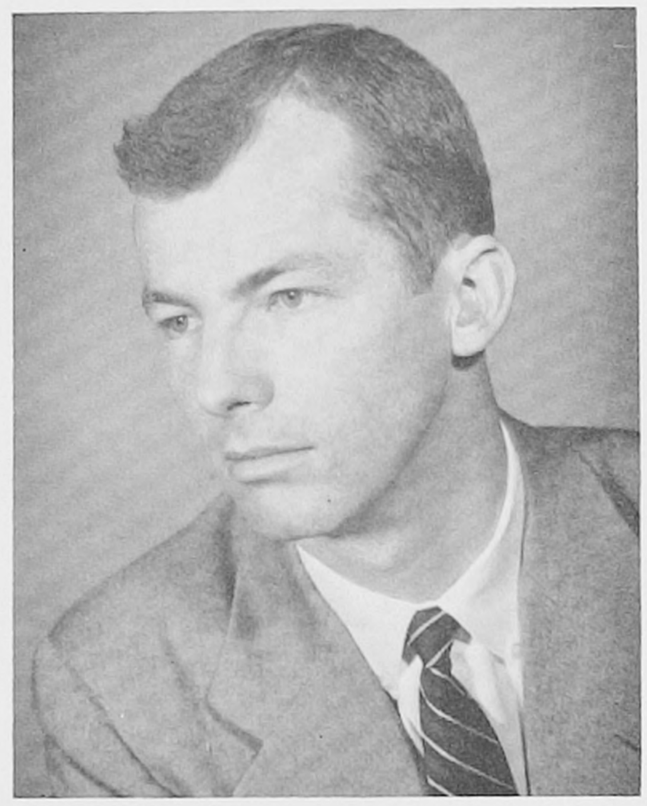
Present plans call for the work, which will be spread over two summers, to start immediately after Commencement in June. No work will be done after College opens in the fall and the renovations will not interfere with the normal occupancy of the building during the regular academic year.

The renovations and redecorating will cost in excess of $350,000, will be carried on under a U. S. Government loan through the provisions of Title IV of the Housing Act of 1950, the same program which made possible the loan for the construction of Stewart Hall opened in September. Advertisement for competitive bids is expected to be made early this Spring so that the contract can be let as soon as possible.

MIDDLEBURY COLLEGE
News Letter

MEMBER OF THE AMERICAN ALUMNI COUNCIL
Volume 32, No. 3 Spring, 1958

MIDDLEBURY in the News



President Samuel S. Stratton announced recently the appointments of Fred F. Neuberger, '50, (*right*) as Director of Admissions for Men, and Lockwood Merriman (*left*), Assistant Professor of English, as Dean of Freshman Men. Mr. Neuberger, present Dean of Freshman Men, will take over the duties held by John L. Handy, Jr., who will return to full-time teaching in English. Professor Merriman will continue with his teaching responsibilities in the English Department.

Higher Education - 1958

The face of Alma Mater is familiar to her sons and daughters. If the alumni magazines of America have done their jobs with any competence, their readers know what their colleges are today, what they are attempting in action and planning. The regular reports in such magazines as this offer the information on which alumni responsibility must be based.

But have we told the story of American higher education in all its national diversity, strength, urgency and opportunity? Do we provide perspective that shows our Alma Mater in world orientation?

There are reasons why we could not, of course. We have limits of manpower, budget, time; there are immediate, demanding preoccupations. But a group of 14 editors of American alumni magazines was challenged to pool individual resources and tackle the bigger assignment together. The special supplement, bound into this issue, is the result.

It was not achieved easily, this survey essay on American Higher Education—1958. The original 14 invited other editors to share in this project. Dozens helped scout out what was significant in every region. Thousands of pictures were taken and the best selected for use. In these pictures the student is the universal student, the professor the universal professor.

President Stratton in the three pages prefacing the supplement, outlines some of the goals and problems facing Middlebury. In the supplement Alumni may look in vain for direct mention of the College. He may find no illustration specific of our campus or activities. But, alongside many a paragraph and many a photo, he will find an implicit checkmark of relevance. Names or not, Middlebury is there.

The Editor

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GEORGE H. HUBAN, Editor

Published four times a year in the months of November, February, May, August, by Middlebury College at Old Chapel, Middlebury, Vermont. Entered as second class matter at the Post Office at Middlebury, Vermont, under the Act of Congress of August 24, 1912.

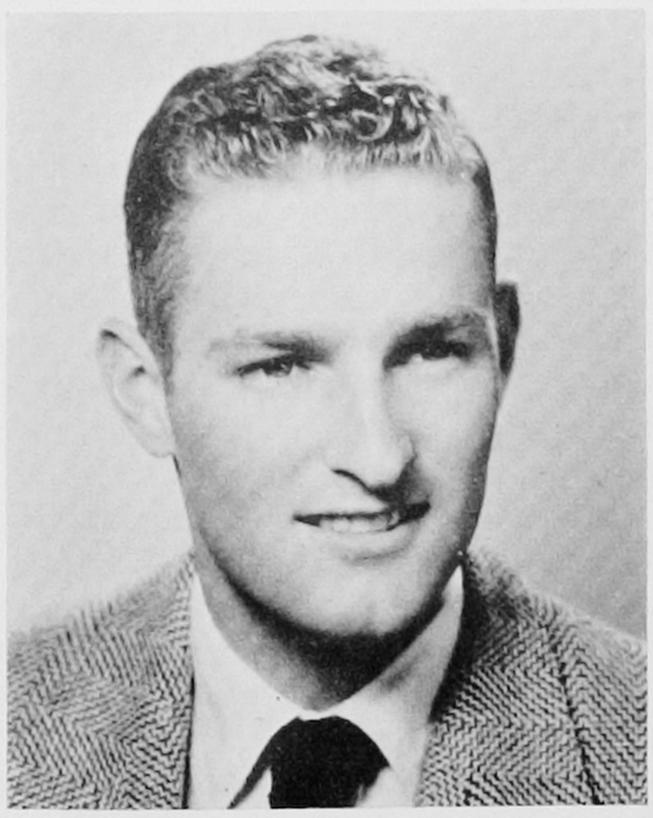
Gedeon LaCroix, '49

Gedeon A. LaCroix, '49, was named recently "Outstanding Man of the Year" by the Shenango Valley Junior Chamber of Commerce in Pennsylvania. He is Superintendent of Industrial Relations for the Shenango Furnace Company of Sharpsville, Pa.

Mr. LaCroix, former executive secretary of the Pennsylvania Economy League, was commended for his contributions during the two years he has lived in the Shenango Valley.

Included among Mr. LaCroix's activities have been the United Fund, Chamber of Commerce and Kiwanis. His work with the Pennsylvania Economy League, the awards committee chairman said, "raised the prestige of the League to a new level."

While at Middlebury Mr. LaCroix majored in Political Science. He did graduate work in Public Administration at Wayne University.



Peter Marshall, '53

Peter Marshall, '53, has been promoted to Supervisor of Recruiting for the Norton Company. In his new capacity he is responsible for the College Recruiting Program of this company.

After receiving his degree from Middlebury, Mr. Marshall attended the Harvard University Business School and saw service in the Armed Forces. He joined the Norton Company as a personnel assistant after leaving the Service. Mr. Marshall is a director of the Worcester (*Mass.*) Children's Friend Society and is also a member of the Worcester Personnel Directors Council.

Edward Reichert, '40

Edward J. Reichert, '40, has been promoted to Manager of Public Information in New Hampshire and Maine for the Brown Company, pulp, paper and products manufacturers. He will continue to act as assistant secretary and will also be editor of the company's publication, "The Brown Bulletin."

Mr. Reichert, a former assistant to the Attorney General of New Hampshire, has been connected with Brown Company since 1952. A native of Niagara Falls, N. Y., he was graduated from Middlebury in 1940 and from Yale University Law School in 1947. He served at sea aboard the U. S. S. Texas from 1941 to 1945 as Lieutenant Commander.

After leaving the Attorney General's office, Mr. Reichert was associated with the law firm of Wyman, Starr, Booth, Wadleigh & Langdell, in Manchester, and then became secretary to Sherman Adams, Assistant to President Eisenhower when Mr. Adams was Governor of New Hampshire.

Robert Bredenberg, '42

Robert W. Bredenberg, '42, has been elected Supervisor of the Town of Champlain, N. Y. He has represented the Town Board during the past six years.

During World War II, Mr. Bredenberg served in the Army and presently holds the rank of captain in the active reserve of the U. S. Army Signal Corps. He has owned and operated his own feed and farm supply business in Champlain since September of 1949. Mr. Bredenberg is married and the father of five children.

Walter Cleary, '11

Governor Joseph B. Johnson of Vermont has appointed Walter H. Cleary, '11, as Chief Justice of the Vermont Supreme Court—the first Catholic to hold the post in the 180-year history of the high court.

Judge Cleary attended the Boston University Law School after graduating from Middlebury. He received an honorary Doctor of laws degree from Holy Cross College in 1943 and a J. S. D. from Suffolk University in 1950.

Judge Cleary was appointed a superior judge in February, 1934, and became an Associate Justice of the Supreme Court in October, 1948.

Prior to his first appointment to the judiciary he was a brilliant and successful attorney in Newport, Vt.

Among his honors are included those of serving as a trustee for Middlebury College and the Goodrich Memorial library at Newport.

Justice Cleary's opinions as a member of the Supreme Court have been noted for their conciseness and consistent adherence to the highest principles of the law. Many have been widely cited in the legal profession as models of clarity.

The newly-appointed chief justice is hailed as one of the most generally respected jurists in Vermont history, and he is referred to among the legal fraternity as a "judge's judge." During his several years as a trial judge in the superior court, it is recalled, he presided patiently, firmly and with an apparent awareness of the importance of the law as the responsible instrument of order and justice.

Norman Smith, '39

Norman C. Smith, '39, has recently been appointed Comptroller and a member of the Board of Trustees of Loomis Institute, a Connecticut preparatory school for boys.

Mr. Smith has been with the school for 13 years as member of the faculty and Business Manager. In his new position he will be in charge of fund raising and public relations activities for both Loomis and Chaffee schools.

Mr. Smith holds the Navy Cross for a "suicide mission" in World War II. His destroyer, the USS Dallas, moved up a narrow river in French Morocco to assist the Army in capturing an enemy airfield. The ship was the target of heavy enemy fire. Mr. Smith was cited as engineering officer for keeping the engines running, "regardless of his own safety."

ALUMNI in the Headlines

Field Winslow, '38

Dr. Field H. Winslow, '38, of the Bell Telephone Laboratories is shown in the picture (*above*) conducting accelerated oxidation tests on polyethylene, the most widely used of all plastic materials, to determine the effectiveness of various thermal antioxidants.

Dr. Winslow, a member of the technical staff of Bell since 1945, has been most active in the field of high polymer synthesis and modification. His most recent work has been directed toward finding thermal antioxidants for polyethylene which are effective in the presence of carbon black.

Dr. Winslow received his degree in, chemistry from Middlebury in 1938. Two years later he received his M.S. in the same field from Rhode Island State College, and the Ph.D. in organic chemistry from Cornell in 1943. From 1943 to 1945 he worked on the atomic bomb project at Columbia University.

Dr. Winslow is a member of the American Chemical Society, and the A.A.A.S., nad has had numerous papers published in technical journals. He is married to the former Runa Paulsson, and makes his home in Boundbrook, New Jersey. The Winslows have three daughters.

Irving Keene, '27

Irving C. Keene, '27, a member of the Brookline (Mass.) High School faculty, has been elected Vice-President of the National Association of Biology Teachers for the ensuing year. The organization is a branch of the American Association for the Advancement of Science and has some 600 members in the United States, Canada and Mexico.

Mr. Keene has been a teacher of biology for thirty years and was instrumental in establishment of a Plant and Wildlife Conservation Center in Larz Anderson Park. He is Massachusetts chairman of Natural Areas for School Grounds sponsored by Nature Conservancy and is known as the father of school science fairs in New England. He is New England membership chairman of the National Association of Biology Teachers and formerly was managing editor of the American Biology Teacher, the publication of the latter organization, and president of the New England Biological Association. A graduate of Midd., he holds a master's degree from the Boston University School of Education and has taken summer graduate courses at Harvard and Cornell universities.

H. Allen Mapes, '50

H. Allen Mapes, '50, has been selected by the Biddeford-Saco (*Maine*) Junior Chamber of Commerce as one of three candidates for the State of Maine Three Outstanding Young Men of the Year awards. He is a past president of the Sanford-Springvale Chamber of Commerce and makes his home at 10 Edmund St., Springvale, Me. Mr. Mapes is General Manager of the H. A. Mapes, Inc., and secretary of the Maine Oil and Heating Equipment Dealers Association.

He is a member of Springvale Lodge, AF & AM, the Sanford-Springvale Y. M. C.A. Toastmasters Club and the Sanford Kiwanis Club. Mr. Mapes is a past president of the Sanford Little League and has coached the Mapes team in the league for six years.

He and his wife, Polly, have two children, Merilee, three and one-half, and Kristie, one and one-half years old.

Joan Snell, '51

Miss Joan B. Snell, '51, is a physical geographer with the Environmental Analysis Branch of the U. S. Army Quartermaster Research and Engineering Command in Natick, Mass. Her duties are those of a research scientist, in that she is obliged to bring to light unknown facts about nature, such information ultimately to be applied to Quartermaster usage.

Miss Snell is a pioneer in the application of statistical techniques to the geography of the earth's surface. She has learned techniques of statistical analysis and uses them to supply missing information needed to accomplish the Branch mission; e.g., it is desired to know the slope of a portion of the earth's surface for which there is no topographic map; a similar area nearby has good slope information and generalized data for both areas provide the link leading to statistical inference. She was co-author of a paper, presented to the Association of American Geographers in 1957, which reported our progress in this work.

Upon graduating from Middlebury Miss Snell received a Masters Degree in Geography from Syracuse University in 1953. Afterwards, she spent a year in Australia as the recipient of a Fulbright scholarship. While there, she was concerned with regional geography and traveled extensively, covering over 10,000 miles of that continent.

Returning to the United States, Miss Snell assisted in the Geography Department at Dartmouth College where she worked on a research study of Northern Norway and helped with the publication of a geography text.

Campus Commentator

REPORTING THE STUDENT SIDE OF MIDDLEBURY NEWS

*Rushing: A New Plan**

The now-traditional editorial review of rushing can be painted this year in more encouraging tones due to the remarkable increase in the percentage of freshmen pledged.

Ninety percent of freshmen going through rushing have joined a fraternity, representing 77 percent of the total class. These figures are the highest in recent years.

The new program has in this sense proved its worth. It is compact, and late enough in the year to permit freshmen to "buckle down" in academic matters before being swept into rushing.

However, the very virtues of the program which brought about this year's fine statistical results have certain serious drawbacks. And it is worth considering whether or not these drawbacks merit further revamping of Middlebury's rushing program.

Several people interviewed, including the Dean of the Faculty, noted extreme tension that both fraternity men and freshmen faced as a result of the program's intense concentration. A proctor in a freshman dormitory pointed out that freshmen were "obsessed" with the topic of rushing during this period, and that those feeling themselves in danger of being "left out" were under extreme emotional pressure.

Fraternities were not left out of this emotional vise. Although dirty rushing was not as flagrant this year as last, it still was a problem, according to scattered freshman reports.

The most serious drawback was the time chosen for rushing. The academic log-jam from Thanksgiving to Christmas is a Middlebury tradition almost as firmly entrenched as skiing, and the emotional strain created by the brevity of the program was aggravated by the concurrent academic crush.

What is the answer?

The early first-semester plan, used until last year, was scored because it did not allow freshmen to get their feet on the ground before rushing. Last year's delayed first-semester and early second-semester plan was seriously inadequate in many respects, but chiefly because of its length and the great amount of dirty rushing.

It is imperative that academic considerations come first in the attempted solution of any college problem. This year's program has fallen down specifically in this area, a "timing" problem. Because of its compactness, it adversely affected student well-being, a "tension" problem.

There is a four-day break in College activities from the end of finals until the beginning of second semester. This time could be put to use.

If rushing were concentrated during this period, perhaps extending a few days into the beginning of the semester, it would be free of academic tension experienced this year. At the same time, the compactness of the program could be preserved, thus holding down dirty rushing.

Worthy of consideration is whether fraternity men and freshmen would balk at giving up their cherished three-day break, and whether the **present** mechanics of the system would allow the program to be completed and freshmen pledged by Carnival.

A revamping of the mechanics of Middlebury's rushing program is perhaps due. With three full days allotted to rushing under the proposed setup, rushing could be fitted into this period.

The faculty has brought increasing pressure to bear upon fraternities to have rushing in the second semester. *Second semester rushing, according to informed sources, is becoming a Fact of Life for Middlebury.* Any imposed second-semester system should come about through the Interfraternity Council rather than through faculty edict.

A searching reconsideration of the mechanics and timing of the rushing program is a MUST.

We are at a crisis.

*Editorial reprinted from the *Campus*, student newspaper.

Don Towne, '59, playing the carillon in the Mead Chapel tower.

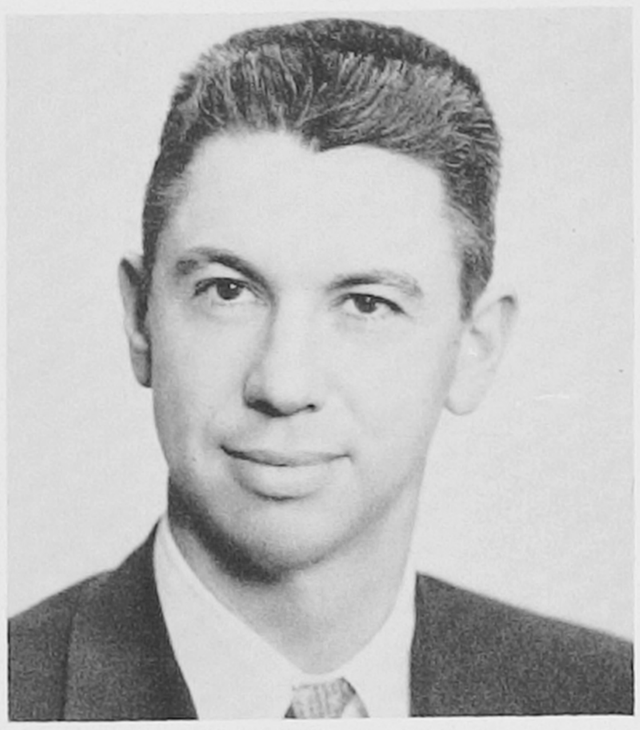
MANY Alumni-ae remember with fondness the tones of the carillon coming forth from the tower of Mead Chapel each evening from 5:30 to 6 o'clock and Sunday before "Chapel."

Today as in past years a student plays the carillon. He is Donald M. Towne, '59. As Don stands in the darkened tower, playing the mellow-toned carillon by a naked light bulb, half of Addison County can hear him.

Songs are limited to *Alma Mater*, English ballads and occasionally, *Auld Lang Syne*. A visitor to the tower marvels at the work Don goes through to play a tune. The keys are heavy and it requires a good hard push to sound a chord. Don works not only with his hands, but with a foot to play the carillon, which has eleven bells. He plays in a key of four flats.

During "Homecoming" last fall an Alumnus climbed the tower and played a tune from memory. He had not been near a carillon since leaving Middlebury. A woman visited the tower to see if there were any changes. She found the initials she had carved on the wall years ago.

Don learned to play from Kenneth W. Milner, '57. But now Don is looking around for a substitute for him when he graduates. The pay is $45 a semester.



JOHN BATES, '42

John F. Bates, '42, has been appointed Manager of Builders Hardware Sales of Stanley Hardware, division of The Stanley Works, New Britain, Conn. He will be responsible for the entire Stanley Hardware sales organization with the exception of Magic Door Sales and Industrial Hardware Sales.

Mr. Bates has been Manager of Sales, Eastern Region, for Stanley Hardware since July 1956.

During World War II he served with the Naval Air Corps as a Lieutenant, Senior Grade. He was awarded the Distinguished Flying Cross and the Air Medal with several clusters for action in the Pacific area.

Following his discharge in 1945, he joined The Stanley Works and received two years of special training in the hardware home office and manufacturing plant. His duties ranged from loading freight cars to production work in the blanking, plating and assembly departments. He joined the service department in 1947 and was a sales representative in New England, Long Island, N. Y., and the Minnesota-Wisconsin regions from 1948 to 1956.

ROGER GRIFFITH, '41

(Editor's Note: The following item is reproduced from a recent issue of the Boston Herald. The title of this item was "Editor's Notebook.")

When the FBI raided a Dorchester hideaway and captured the two remaining Brink's bandits, the editor needed, in a hurry, a man to write a color story. The assistant editor suggested a rangy new, staffer, with a whiffle haircut, sitting at the back of the city room. With some doubt that this newcomer, only fresh from the hills of Vermont, was quite ready to produce a vivid description of FBI agents seizing big-time bandits in a big city, the editor took a chance.

Roger Griffith wrote a superb color story on that occasion, and has duplicated it on many types of news stories since. He had come to The Herald well-trained by the Burlington Free Press and the Rutland Herald, besides the signal intelligence branch of the U. S. Army, in which he entered as a private and rose to a captain.

Mr. Griffith, now 38 and with streaks of grey showing through that close crop, probably is the only newspaperman fired from a newspaper because he like the work and was successful at it. This occurred when he told the managing editor of the Rutland Herald that he thought he'd stay on with the paper and not return to Middlebury College for his final and senior year. The editor fired him on the spot, and he returned to college and his graduation.

He majored in political science, and once he had his degree in hand he put it to work covering Burlington City Hall. In Burlington there is more to covering City Hall than writing about dubious disposal contracts. It takes in agriculture, livestock and countless other items, a circumstance for which The Herald has come to be grateful.

His fellow staffers occasionally inquire how such a young-looking guy, and who appears to do his work so effortlessly, has so many grey hairs. He traces them back to 18 months in the Pentagon when he was recalled to intelligence during the Korean job.

So again, Herald readers have the services of a reporter and writer well-rounded on diversified topics, and with experience.

HELEN HOGAN, '21

Miss Helen M. Hogan, '21, a teacher at Leavenworth High School, Waterbury, Conn., has been named to the 1958 "Honor Role of Teachers," according to an announcement in the *March Issue* of McCall's Magazine.

Miss Hogan is one of eight teachers named by McCall's and the United States Office of Education to the nation-wide honor roll.

In naming Miss Hogan to the honor roll of teachers, McCall's commends her because "her teaching aims to serve students of economics and American history in terms of their vocational needs and to engender attitudes of loyal, effective citizenship. Her wholehearted, competent leadership in professional and civic affairs points toward betterment of both school and community."

She has been a teacher of social studies in Connecticut for many years. In addition, she works diligently for teacher welfare and improvement of schools. Her professional activities include terms as president of the Waterbury Teachers Association, president of the Connecticut Education Association, member-at-large of the Board of Directors, CEA; Connecticut delegate to the National Education Association Convention, member of the American Association of University Women and member of Delta Kappa Gamma, National honorary society for women in Education.

ROBERT CUSHMAN, '39

Robert V. Cushman, '39, a Geology major while at Middlebury and a graduate assistant at Northwestern University where he received his M.S. in 1941, left in March for Cambodia (Indo-China) where he will be detailed from the Geological Survey to the U.S. State Department under the Technical Assistance program of the United Nations. He will be in charge of developing the ground water supplies for irrigation during the Cambodian dry season, which will have to be done before the middle of June when the monsoon season starts.

Mr. Cushman was geologist for the U. S. Bureau of Mines in Denver, Colo. until 1945 when he served in the U.S.N.R. for a year. He then went into the U. S. Geological Survey and was assigned to the Ground Water Department, in Albany, N. Y. In 1947, he became head of the Ground Water Dept. for the State of Connecticut with offices in Middletown.

The Institute of Soviet Studies

By Dr. Mischa H. Fayer, *Director, Russian School*

Success usually leads to more success. The effective principles and methods of the Middlebury College Language Schools, proven over a 43 year period, insured the success of the Russian School, youngest of the five. Pioneer work and the outstanding contribution of the Russian School in the field of Slavic studies have won for it a Rockefeller Grant and made possible the establishment of the Institute of Soviet Studies at Middlebury College in the summer of 1958.

Since its establishment in 1945, the Russian School has aimed to meet not only the needs of prospective teachers, but also the more specialized needs of people sent here for further training by the State Department, our various government agencies, the Army, the Navy, and of scientists and regional specialists requiring training in Russian for purposes of research. Three rotating courses were, therefore, added to the curriculum to take care of the most urgent demands: *Scientific and Technical Russian, Economic Development of the Soviet Union* and *Diplomatic History of Russia*. These courses, however, offered at two or three year intervals, proved inadequate to meet the growing demand for technical and specialized courses.

Nevertheless, further expansion of the Russian School offerings for such training could not be contemplated; first, because the cost would prove prohibitive, and secondly, because the whole character of the School would thus have been changed. Like our other Language Schools, the Russian School concerned itself primarily with humanistic culture. It stressed language, literature and civilization. Its offerings led to liberal arts degrees: the M.A. and the D.M.L. To introduce additional courses not properly belonging in the above categories would have meant altering the intrinsic character of the Russian School and setting it apart from the other Middlebury Schools.

The solution, therefore, was to set up an Institute of Soviet Studies, forming a unit with the Russian School academically and administratively, but concerned primarily with serving the specialist rather than the liberal arts student. This, of course, could be initiated only with the aid of a grant from some Foundation willing to bear most of the financial burden until the venture could become a going concern.

Similar institutes were already in existence in a number of universities under one name or another. None of these institutes, however, offered its courses entirely in Russian. In most of them, students working for a degree or diploma were expected merely to acquire a reading knowledge of Russian. Professors lectured in English and assignments were in English. To acquire greater fluency in the oral use of the language, many of those students have attended the Middlebury Russian School. It was obvious that the Russian School, with an expanded program of technical courses, would not only provide the specialist with technical training, but would also do it in a Russian atmosphere through constant use of everyday Russian and daily contact with cultured natives.

President Stratton, whose foresight was responsible for the establishment of the Russian School, was very receptive to the idea of an Institute of Soviet Studies in Russian and encouraged the Director to approach various Foundations. Our first attempts to secure a grant go back to 1954. In the interval between 1954 and 1957 various Foundations have studied the project with interest, approval and encouragement, and it is possible that, in time, more than one of these might have come forward with material support. The fact that the Rockefeller Foundation was quicker to respond to our request is perhaps explained by the fact that members of its staff had more intimate knowledge of the work and performance of the School. The Rockefeller Foundation sent two of its scholarship recipients, both of them outstanding foreign scholars, to the Russian School for further study. Their enthusiasm for the "Middlebury Idea," and the effectiveness of the Russian environment in the learning process may have been communicated to the officers of the Foundation. Another reason for our success was undoubtedly the able assistance of Dr. Freeman and Mr. Brooker in formulating, in a succinct and convincing manner, the formal request for the grant.

The officers of the Foundation agreed with us that the Institute should open in the summer of 1958 and did all they could to expedite matters. Within a week after official application was filed by the College a one-year grant of $10,000 was awarded, helping to make possible a program of eight courses and a faculty of four professors. This happened on January 10, 1958.

The aims of the Institute, as stated in the prospectus are primarily: "to [*Continued on page* 65]

SPORTS

With intermittent periods of sunshine and warmer temperatures melting Vermont's heavy snow cover, as the News Letter goes to press in late March, this is an opportune time to reflect upon the winter sports scene.

Following a fine fall season, Middlebury's light in sports continued fairly bright during the past months. A fine hockey season highlighted the winter with both men's and women's skiing turning in good records. Basketball's light continued on the dim side, although that too had its bright moments.

Hockey . . .

High scoring forwards, and a good mixture of youth and experience, coupled with a lack of injury and illness carried Coach Duke Nelson's hockey squad to an excellent 15–6 season. It was hockey's best mark in a decade, and the best record since Middlebury entered upon a major schedule.

A veteran first line combined with two lines composed of freshmen to give Middlebury the second highest scoring team in the East. In 21 games, the Panthers found the net with 147 goals for an average of seven goals per game while a stout defense allowed the opposition only 3.9 goals per game average.

Capt. Ken Kouri, Pete Bostwick and Mike Karin combined to tally 69 of the team's 147 goals. Karin, first line center, set a new single season mark for Middlebury with 60 points, 29 goals and 31 assists. Bostwick, a wing, was second with 56 points on 26 goals and 30 assists, while Kouri posted a total of 14-32-46.

Center Phil Latreille, a Montreal freshman, was the top "goal getter" with 36. He also had 16 assists for 52 points. Karin, Bostwick and Latreille all finished the season among the top 10 scorers in Eastern collegiate hockey.

In speaking of the team, Coach Nelson said, "This was a great squad. It was a young and eager group that learned its hockey well and rapidly. Everyone hustled all the time and they kept themselves in top condition. We had in Karin the highest scoring forward in Middlebury history and a truly great hockey player."

"Karin, Kouri and Bostwick gave us our highest scoring line, and certainly one of the top lines in Eastern collegiate hockey," Nelson added.

He pointed out that his team's great offensive power also served as a strong defensive weapon. "When you have the puck so much of the time, there's not much the other fellow can do about putting it in the net," said Duke.

High points of the campaign were the Panthers' 5-4 upset win over powerful Tri-State League foe St Lawrence; a 10-game winning streak; victories for the second straight year over Yale, Princeton and Army; and a split in two games with Dartmouth.

At season's end, Karin, a Clinton, N.Y., junior, and a definite all-America candidate, was named captain of next year's squad.

1957-58 Hockey Results:

Midd. 15 Bowdoin 0; Midd. 5 St. Lawrence 4; Midd. 5 Dartmouth 6; Midd. 4 R. P. I. 7; Midd. 7 Northeastern 1; Midd. 1 Harvard 7; Midd. 9 Army 5; Midd. 11 Cornell 0; Midd. 7 Williams 0; Midd. 12 Norwich 3; Midd. 9 Hamilton 2;

Midd. 12 Amherst 3; Midd. 7 Princeton 5; Midd. 6 Colby 4; Midd. 12 Norwich 5; Midd. 4 Boston U. 10; Midd. 3 Dartmouth 2; Midd. 3 R. P. I. 11; Midd. 1 Clarkson 3; Midd. 7 Yale 3; Midd. 7 Hamilton 1.

Skiing (Men) . . .

Bad luck plagued Coach Bobo Sheehan's squad in the NCAA championships after his team had compiled an excellent record in team meets.

The downhill at the NCAA meet took its toll of skiers among all the squads. Several of the Middlebury team were injured or shaken-up on the run and were unable to compete up to their potential and ability in the jump. Middlebury finished fourth in the meet, 7.4 points behind the University of Colorado, coached by Bob Beattie, '55.

But in four meets prior to the NCAA, Middlebuy finished first in three.

The team got off to a fine start when they swept all six events in the EISA divisional meet, taking five of the six events with perfect scores. The following weekend they won the Williams Carnival, upsetting a strong Dartmouth squad, eventual NCAA champions.

The Middlebury Carnival again provided one of those tense struggles between the Panthers and Dartmouth, hallmark of many past Carnivals. Middlebury held a slim first day lead, but poor luck in the slalom sent the Panthers into the jump trailing Dartmouth.

An excellent and very strong finish in the jump with a first place wasn't quite enough to overcome the Big Green's lead and Dartmouth nosed into the winner's circle.

Middlebury came back strong the following weekend to easily cop the Norwich Carnival trophy, their third win in four meets.

Capt. Frank Hurt, Herb Thomas, Lowrie Gibb, Jim Southard, Helge Kjekshus and Pete Lahdenpera were all outstanding skiers for Coach Sheehan. Hurt, Thomas and Gibb were strong four-event skiers while Southard did an excellent job in the Alpine events.

Kjekshus was Middlebury's top man in the Nordic events while an improved Lahdenpera enhanced his prestige as one of the leading cross-country runners in collegiate skiing.

Skiing (Women) . . .

The women's team is handicapped by the lack of team meets for women skiers. Coach Fred Neuberger's team won their phase of the Middlebury Carnival again this year. It marked the 12th time in 13 years that the Middlebury women have won their own meet.

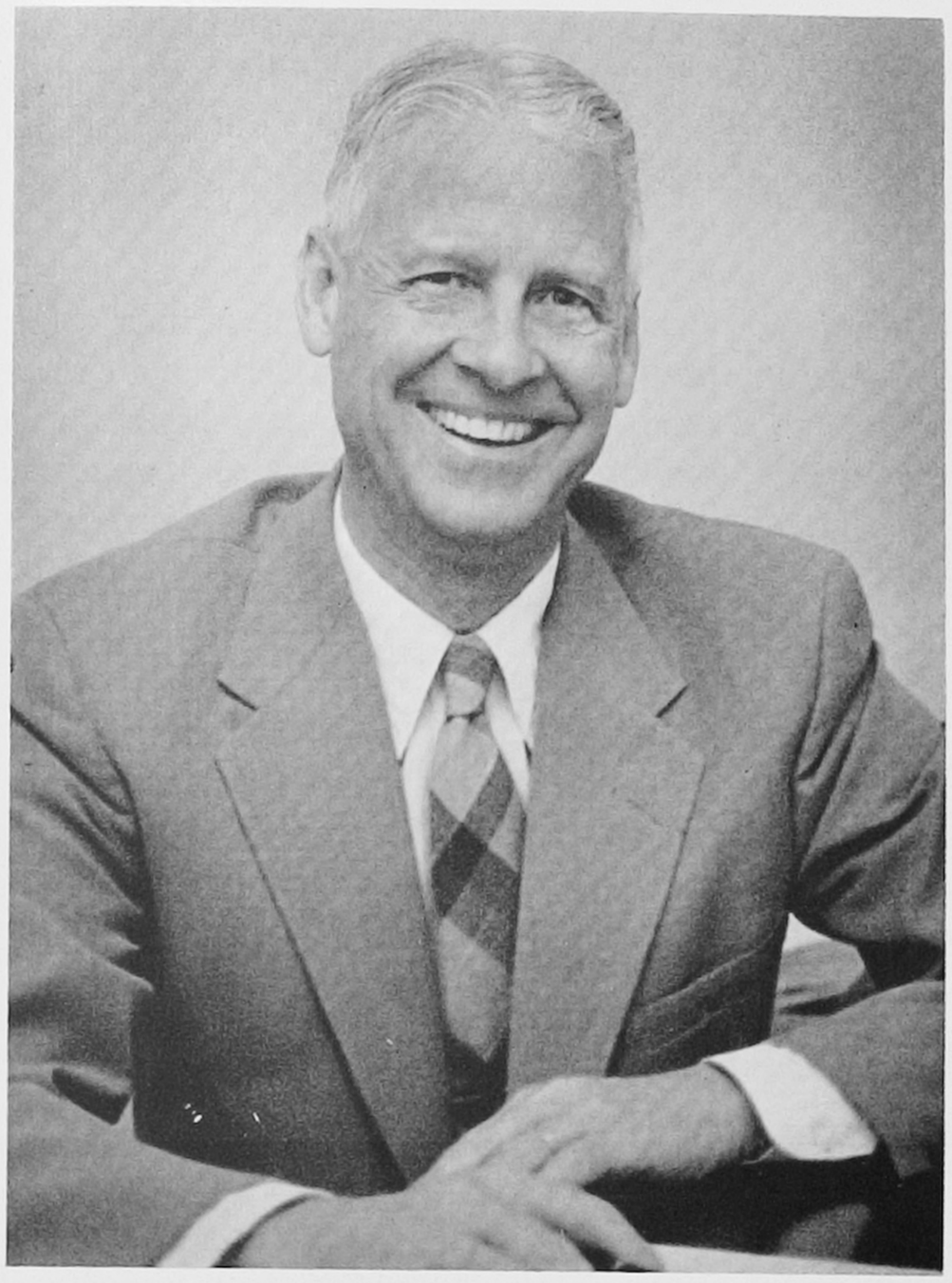
A later team meet saw the Middlebury women again in first place as they defeated Vermont, New Hampshire, McGill, and Colby Junior.

Several of the team's members have been competing in individual races in the area during the winter and have been consistent winners.

Basketball . . .

As forecast in pre-season by Coach Stub Mackey, basketball was handicapped by a lack of depth and height. In several games, these two factors were the big difference between winning and losing.

Center Charlie Rand, '60, was a bright spot in an other- [*Continued on page* 66]



Dr. Stephen A. Freeman

Q. Help me to interpret the chart. How many got scholarships actually awarded by the College?

A. 115 men and 51 women.

Q. How much money did this represent?

A. $29,500 for men; $10,725 for women; or an average of $242 apiece. Don't forget that this is for only one semester. The year's figures will be double.

Q. Then, how many received scholarships from outside sources, sometimes on our nomination?

A. 15 men and 9 women, or a total of 24. This represented $8,567 for the semester.

Q. Are any winners of the National Competitions such as the National Merit Scholarships attending Middlebury?

A. Yes; three National Merit Scholars and two General Motors National Scholarship winners are now in Middlebury.

Q. Why do we give more college scholarship money to more freshmen, than to the upper classes? Is this quite honest?

A. After a first year here, the men find other ways of financing their education, chiefly by work and by loans. Note that the proportion of the student body receiving aid increases in the upper years, especially for the women.

Q. I thought we didn't give any scholarships to freshman women.

A. True no longer. Twenty women, or 15% of the freshman class now hold scholarships. We give them no work aid however. We make it up to them later.

Q. Well, with Middlebury tuition at $900, even yearly scholarship and work aid averaging $540 apiece for 292 out of our 1,250 students isn't a complete answer to the problem.

A. Very true. But don't forget that *every* student in Middlebury is getting a hidden scholarship of about $600.

Q. What do you mean?

A. At no college that I know of do the fees cover the actual cost of the student's education. At a private college like Middlebury, the difference between fees and actual costs (about 40%) is in fact a scholarship made possible by endowment earnings and gifts for operating expenses; and by a subsidy from the faculty and staff in the form of lower salaries.

Q. Can the students and their parents carry more of the actual cost?

A. Many colleges are talking about billing the full cost, and making up the difference for those

CHAIRMAN OF SCHOLARSHIP COMMITTEE—Dr. Stephen A. Freeman

IS INTERVIEWED BY THE NEWS LETTER ON . . .

SCHOLARSHIPS AT MIDDLEBURY

Q. Dr. Freeman, we remember your informative article in the News Letter *of the Spring of 1956. Has the scholarship situation made any progress since then?*

A. Definitely. In the first semester of 1955–56, 264 students received a total of $46,613. in scholarships. In the first semester of the current year, 292 students received a total of $57,492. in scholarships, plus $21,215 in work aid, or a grand total of $78,707., for *one* semester. The figure for the whole year will be at least double that.

Q. That's real progress. Can you give me a breakdown of these figures, with some details?

A. Gladly. Mr. Walter Brooker, Director of the Development Program, has done a masterful job in tracking down for us all the complicated aspects; and here is his chart showing how the figures break down. **(Please note page 12)**

Q. Why do you say it is complicated?

A. Our picture of student aid is divided into four parts: College Scholarships, Outside Scholarships, Vermont Senatorial Scholarships, and Work Aid.

Q. What is the difference between College Scholarships and Outside Scholarships?

A. College Scholarships are all the funds over which the College has complete control, and full jurisdiction over the awards. They include Alumni Fund scholarships, Alumnae Club scholarships, all endowed named and general scholarships, tuition exchanges, Bowdoin Plan scholarships, and tuition remissions to faculty children. They also include scholarship grants from outside sources over which Middlebury has full jurisdiction, such as the Lindsay Trust for men and women and the Sarah Cowles Fund for women.

Outside Scholarships are all those held by Middlebury undergraduates from sources outside the College. Many of these sources, like the Travelli Fund and the Gould Foundation ask us to make nominations, for a final selection by them. Also included here are the National Merit Scholarships, General Motors Scholarships, and grants from corporations to children of their employees attending Middlebury.

Q. Do we get many Vermont Senatorial Scholarships?

A. This year 87 Vermont residents are receiving $200 each from this source.

Q. Why is it that the chart shows more work aid going to women than to men?

A. This column covers only that portion of student employment for which figures are readily available in the College offices. It includes remuneration for waiting on table, dormitory proctoring, kitchen work, etc. More of such work is done in the women's dorms than in the men's. Not included is a very considerable sum paid for departmental assistants, library and clerical work, and house duty, all of these being paid by small vouchers. Besides, we have no information on the large amounts earned, chiefly by men, as waiters and stewards in fraternities, for work in town, baby sitting, etc. All these sizeable sums, not included in the chart, may well raise beyond $75,000 a year the total amount earned by students working to help finance their education.

Q. Very interesting. What proportion then of the whole student body gets some sort of help with the cost of an education at Middlebury?

A. 23%. Men and women were nearly even, 24% of the men, 22% of the women.

The Wright Memorial Theatre

By Erie T. Volkert, *Professor of Drama*

Four years ago when I last reported in the News Letter concerning "Drama at Middlebury," the College Playhouse on Weybridge Street has just burned to the ground and we were all looking forward to the day when Middlebury would have a new theatre. That day has arrived! As the News Letter goes to press a small army of craftsmen are working desperately to complete the Wright Memorial Theatre in time to welcome Alumni-ae and parents to the first Commencement performance in this new building, located on the road to the Chateau and adjacent to the Music Studio.

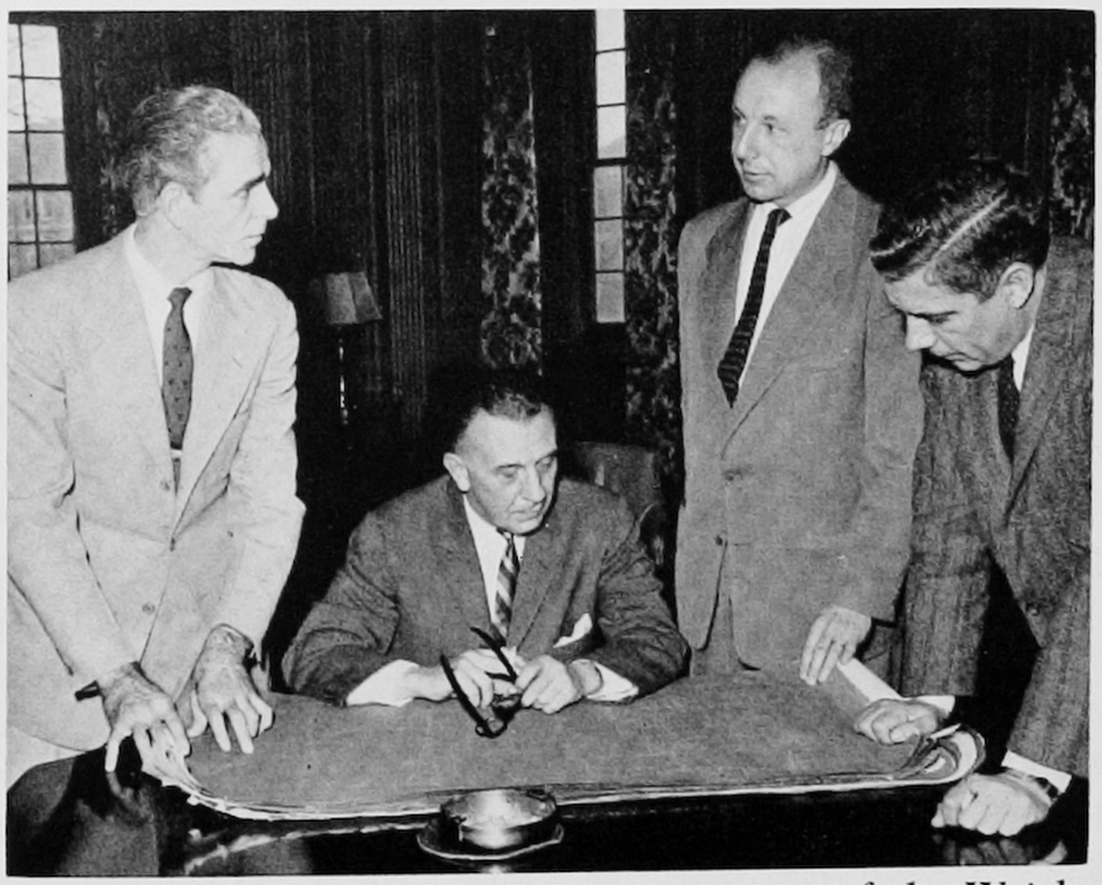
WRIGHT MEMORIAL
THEATRE

This building is named
in honor of
CHARLES BAKER WRIGHT
Professor of Rhetoric
and English Literature
at Middlebury College
from 1885 to 1920
and his beloved wife
CLARA ALEXANDER WRIGHT

Its construction was made possible by their generous gifts and gifts from Alumni and Friends of Middlebury College and by grants from the Kresge Foundation and the Max C. Fleischmann Foundation

A tour of the new Theatre shortly before the preparation of this article reveals that dividing walls are in place identifying stage, shop and auditorium, as well as classrooms, offices and various work and storage areas. Tremendous tasks of finishing and equipping lie ahead in the next few months, but already, numerous special features of the building are discernible. For instance, display cases for pictures of current and coming attractions are located in the outer and inner lobbies and a check room provides a convenience, never before available to theatre patrons in Middlebury. A debate room and lavatories complete the right wing of the lobby, while on the left are the box office, public telephone, director's office and lounge. Six listening booths for speech work flank the two wide entrance doors in the back wall of the auditorium. Each of these booths will be equipped with a tape-recorder and playback so that students may record all types of oral work and listen critically to their results for possibilities of improvement in voice control and organization of material.

Above the lobby are located a classroom for forty students, two additional offices, a seminar room and the control booth. The latter is one of the outstanding features of the building in that it will contain an electronic dimming system of the latest design. This system will control all of the stage lighting and provide a view of the stage through which the operators can instantaneously check all of their effects. This booth is also the projection center for sound effects and 16mm movies.



Checking on the progress of the construction of the Wright Memorial Theatre are (left to right) Professor Erie T. Volkert, President Samuel S. Stratton, Business Manager Carroll Rikert and Walter E. Brooker, Director of the College's Development Program. Many hours were spent by Professor Volkert, Dr. Stratton and Mr. Rikert in working out the details for the construction of the Theatre.

The auditorium provides two very important requirements which Middlebury theatre audiences have lacked in previous years; namely good visibilty and comfortable seating. The former is made possible by the sloping floor and careful jogging of seats to permit an unobstructed view of the stage. The latter is achieved with permanent armed chairs which are cushioned and upholstered. The suspended ceiling over the auditorium has been accoustically engi-

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Editor's Note: Construction costs for the Wright Memorial Theatre total—$525,000.

who really cannot pay it by a combination of scholarships, work aid, and loans. Several interesting plans are now offered by banks on the insurance principle.

Q. Does Middlebury help a student plan his whole four-year financial program when he enters?

A. Not yet. President Stratton is giving serious consideration to the appointment of a Student Aid Officer who will do just that. It will be a big job, requiring much wisdom and experience. We need more information about work aid, concessions, fraternity work; we also need more scholarship funds and more loan funds. Our goal is to finance every deserving student, according to his need, with a "package plan" of scholarship, work, and loan, on a graduated basis.

Q. Well, I guess there is still a lot that the Middlebury Alumni can do.

A. All of us here at the College are deeply grateful for what the Alumni and Alumnae have done and are doing. The first $25,000 of the Alumni Fund is still going into scholarships. It forms nearly one-third of our current year's *College* scholarship fund of about $80,000. Our scholarship picture is making significant progress. None of us must relax his efforts, however. Alumni can help by direct gifts, and by helping the Development Program to secure endowed scholarships, named memorial scholarships, and legacies. You can also help us to discover new sources of outside scholarships for which our students may be eligible. These are playing an increasing role in the college situation, and Middlebury students should get their share.

The quality of a Middlebury education is getting steadily better. The quantity of students who seek and deserve this education is increasing more rapidly still, and they are not necessarily those most able to pay. Herein lies a real challenge for the Middlebury of the future.

Scholarship Aid and Work Aid First Semester 1957-58

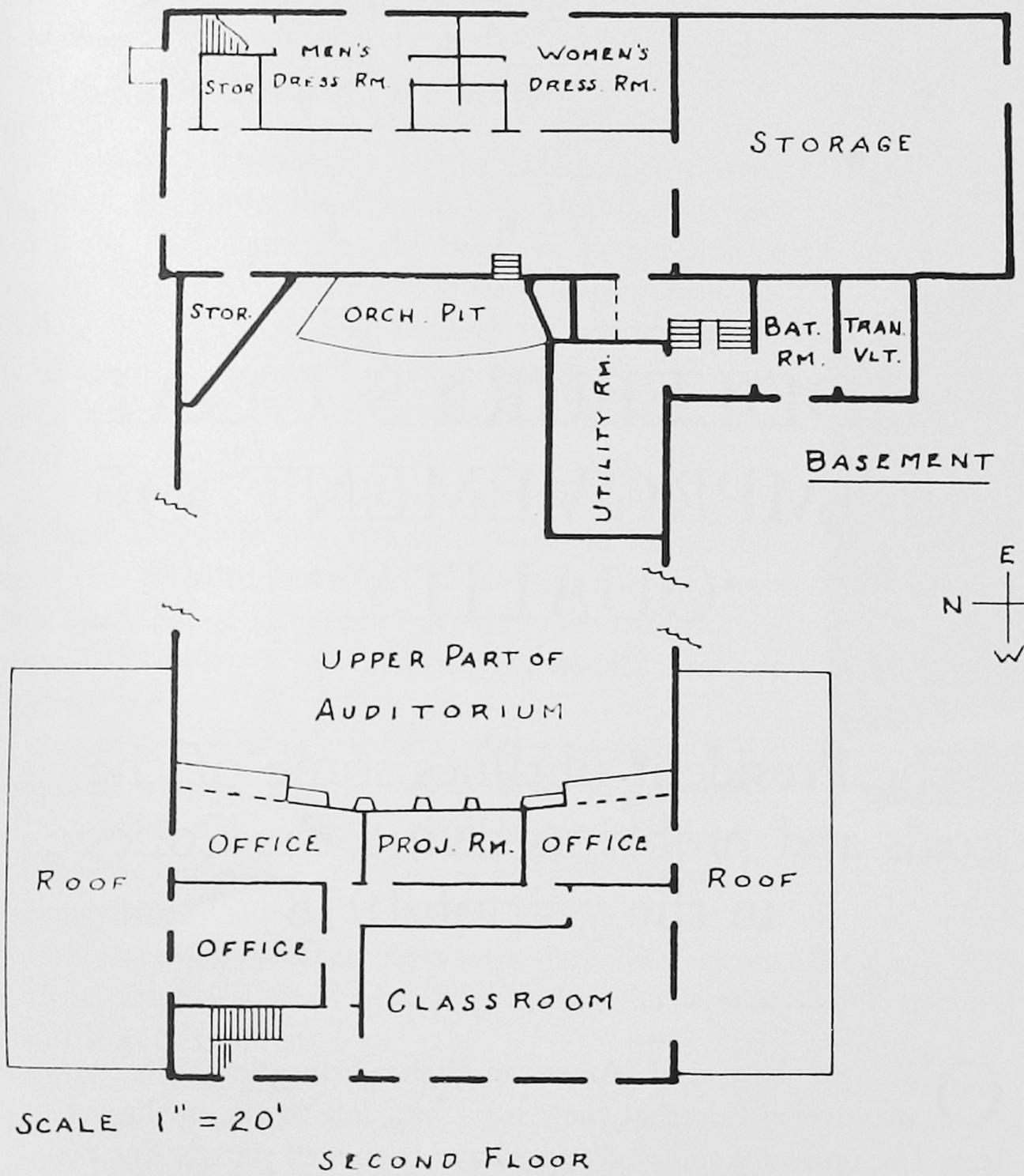
MEN

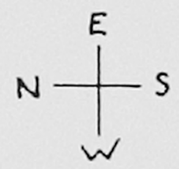
Class	Students Receiving Aid Number	Percent	College Scholarships	Outside Scholarships	Vt. Scholarships	Work Aid	Total
Freshman	46	23%	$10,150 (32)	$1,017 (3)	$1,200 (12)	$2,015 (10)	$14,382.00
Sophomore	52	25%	6,900 (31)	1,550 (5)	1,900 (19)	2,662 (13)	13,012.00
Junior	37	21%	6,425 (25)	950 (4)	1,400 (14)	2,392 (12)	11,167.00
Senior	41	26%	6,025 (27)	1,250 (3)	1,700 (17)	1,451 (9)	10,426.00
Total Men	176	24%	$29,500 (115)	$4,767 (15)	$6,200 (62)	$8,520 (44)	$48,987.00

WOMEN

Freshman	20	15%	$2,625 (9)	$1,300 (5)	$700 (7)	None	$4,625.00
Sophomore	31	22%	2,300 (16)	1,250 (2)	900 (9)	$3,300 (15)	7,750.00
Junior	31	24%	2,475 (14)	750 (1)	300 (3)	4,620 (21)	8,145.00
Senior	34	32%	3,325 (12)	500 (1)	600 (6)	4,775 (21)	9,200.00
Total Women	116	22%	$10,725 (51)	$3,800 (9)	$2,500 (25)	$12,695 (57)	$29,720.00
Total Students	292	23%	$40,225 (166)	$8,567 (24)	$8.700 (87)	$21,215 (101)	$78,707.00

(Note: Numbers in parentheses refer to number of students)



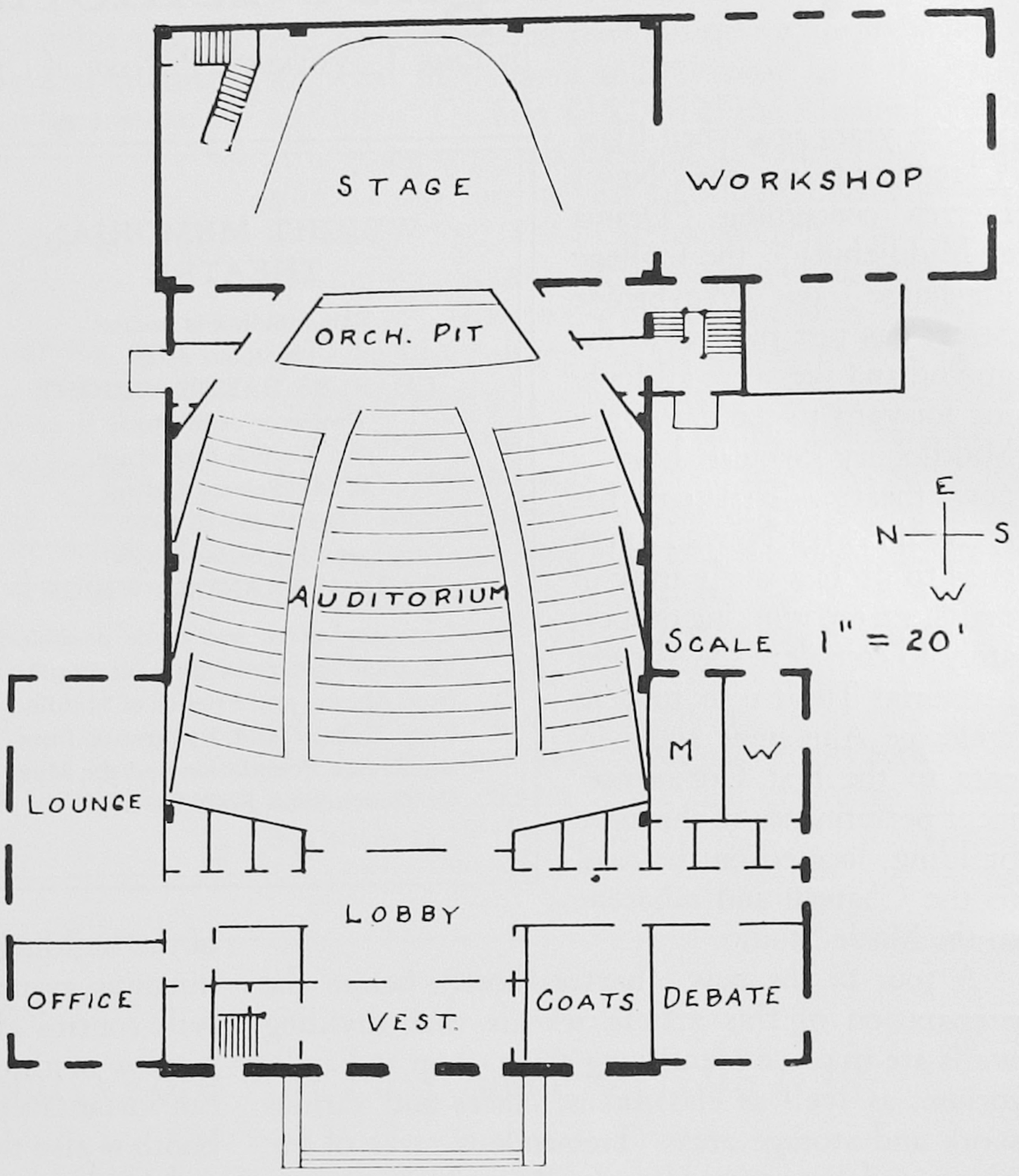


an opening large enough to permit access of a wagon on which a complete set is mounted. This device will also contribute much toward rapid scene shifts.

These, along with the stage lighting system, are the main features of the building as a theatre. The lighting system and numerous other details would have to be seen to be appreciated and I am hoping that all of you will sooner or later make a personal tour of inspection. Such a tour will also afford assurance that every precaution has been taken to reduce to a minimum the possibilities of fire. Most of the building is constructed of poured concrete, cement blocks, and steel. The roof is of slate and all danger centers are protected by a sprinkler system. Utility rooms and the electronic tube system for the lighting controls are housed in concrete vaults well insulated from the theatre proper. The exterior is designed to blend in with the three Battell dormitories which stand opposite it across an expanse of lawn; hence it is finished in the same Vermont limestone used on these buildings. A columned portico and ballustrades atop the side wings further accent the Georgian architectural style of the Battells.

As details of this building take shape, one becomes increasingly aware of the meticulous planning that has gone into its preparation during the past four years. Soon after the fire, the building committee of the trustees began considering plans for a new theatre. This committee is composed of Leon S. Gay, Chairman, William H. Edmunds, Mrs. Joseph K. Milliken, Moses G. Hubbard, and R. S. Noonan. Great care was taken in every step along the way to arrive at the optimum in theatre structures within the budget for this project. In the course of their deliberation, this committee considered at least nine different sites for the theatre, among which were both ends of the Memorial Field House and the old High School Gymnasium. Excellent plans were submitted for each of these, but the committee ultimately decided in favor of a free-standing building to be erected on the campus proper. This decision involved considerable extra expense for the external decor in order to keep the building consistent in appearance with the other buildings in the campus environment. But this expense was approved without reducing any of the provisions of the final plan. The present location on the Chateau Road, next to the Music Studio, makes the Theatre an integral part of the Campus easily accessible to student participants in theatre and speech work and to prospective audiences.

The final designs for the structure are a composite of the plans and desires of many individuals and groups. During the first two years of preliminary decisions, there were numerous meetings between representatives of the building committee; McKim, Mead & White, the architects; Edward C. Cole, consultant; Mr. Rikert, College Business Manager; and sometimes Dr. Stratton, Dr. Freeman and Mr. Chaffee, Superintendent of Buildings and Grounds. It was my pleasure to attend many of these meetings and I was invited to submit [*Continued on page* 65]



neered to further provide optimum audibility, thus eliminating the most annoying defect of the old Playhouse and of the two gymnasiums used as theatres in recent years. This ceiling is also pierced by three coves in which spotlights are hung in order to light the front areas of the stage proper and the stage apron.

The arrangement of the forestage is certain to attract the interest of every stage-minded visitor. It has been planned to afford maximum flexibility of production techniques while retaining the potentials of a conventional proscenium stage. This is accomplished first of all by the presence of an orchestra pit. When this area is not being used to accommodate musicians, various levels may be mounted in it making possible a wide range of dynamic scenes out in front of the stage curtain. Further, the entire pit may be covered over, extending the stage ten feet beyond the front curtain in a manner suggestive of the Elizabethan stage. Flooring and a system of Uni-strut supports to accomplish this device have been a part of the theatre plan since its inception. Large doorways mounted in small side-stages, also in front of the curtain, and openings above them for windows or balconies open up almost unlimited possibilities for staging Shakespearean and other period plays.

Several additional "firsts" among Middlebury theatres appear on the stage proper of Wright Memorial Theatre. Foremost among them is a counterweight or "flying" system which will hoist full-height scenery out of sight overhead in only seconds, making possible extremely rapid scene shifts. A plaster cyclorama (*sky background*) and a complete set of traps in the stage floor leading to the basement contribute further to a well-equipped stage. The stage manager's corner also deserves special mention as it is equipped with a communication system to the dressing rooms, orchestra pit, fly galleries, the light control booth at the rear of the auditorium, the lobby, box office, and outlets in the auditorium. Thus, the stage manager can relay all cues and instructions from the director seated in the auditorium during rehearsals, and supervise the entire production from his station during performances. Directly under the back portion of the stage are located the makeup-dressing rooms. These are complete with showers and toilets and include a separate area for wardrobe. For visiting celebrities, there is a small individual "star" dressing room.

The shop is an answer to the "do-it-yourself" stage-technicians prayer. It is large; well lighted, both naturally and artificially; and equipped with all of the necessary hand and power tools. It has moveable racks for lumber and paints, as well as storage drawers for hardware and tools. A most useful feature here is a paint frame forty feet long and sixteen feet high to accommodate full-sized backdrops for the stage. This frame rises from the basement through a slot along one entire wall of the shop, so that a painter may paint a drop beginning at the top and working his way down, as the frame is raised through the slot by means of a winch. The shop is also related to the stage by means of

acceptance to applications for the pre-war years. Suffice it to say that on February 15 of this year, a few over a thousand girls had applied for admission for September 1958, and approximately eight hundred and fifty men. College Board Examinations were not required for admission for men prior to 1943, and at that time only the aptitude tests of the College Board were required from women applicants. For several years past both men and women applicants have been required to take both the aptitude and achievement tests of the College Examination Board. Over the years that we have required these full College Board tests, the average grades of the entering classes have shown constant improvement.

Lest these factual statements should lead to smug satisfaction with the status quo, it should be emphasized that for Middlebury to stand still would be to go backward, and that every effort must be made to improve the quality of our facilities, our faculty, and our student body.

Our most pressing need for facilities presently is the proposed wing on Starr Library. Walter E. Brooker, '37, Director of the College Development Program and a Trustee Committee are actively at work on the preliminary stage of raising the $1,350,000 needed for this library expansion project. At a later date the Alumni of the College will be asked to help in the achievement of our library goal.

Even for our present sized student body we need further improvement of our facilities. Our Student Union building is a temporary wooden structure and must be replaced by a modern fireproof building. Our Warner Science building is crowded, and we must look forward to providing improved facilities for all of our sciences. We are somewhat crowded even now for proper classroom space and most certainly for faculty offices and studies.

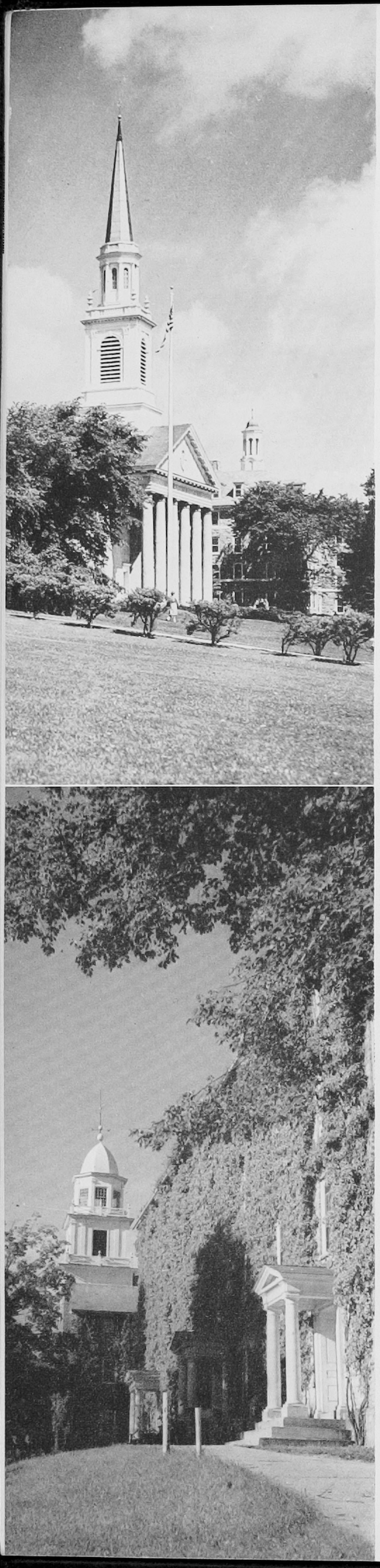
In view of the facts presented to you in the following article it seems gratuitous to re-state our need for the improvement of faculty salaries and opportunities for research. In "American Education 1958" the average salary of a college teacher is given as "just over $5,000" and the average salary of a full professor as "just over $7,000." At Middlebury we are more than "just over" these average salaries. This, however, is no cause for satisfaction, since we seek, and for the most part achieve, more than just average competency and stature in our faculty members. Our highest priority in all of our objectives must be the search for means to finance salary increases of considerable magnitude.

Student selection is the third factor in quality education. If it is true that a college can be no better than its faculty, it is likewise true that it can be no better than its student body. Much has been written about the search for talented, outstanding students. The National Merit Scholarships and the General Motors national scholarship are examples of concrete attempts to find talented students and finance their education where aid is needed. For Middlebury it is important that we find the means to provide greatly increased scholarship support for applicants of outstanding ability. We are sorrowfully aware of the fact that each year we refuse to accept a group of such outstanding students because we cannot finance their scholarship needs.

Dr. Samuel S. Stratton
Eleventh president of Middlebury

The problem of a quality education does not end with facilities, faculty, or students. As brought out in the accompanying article, educational objectives constantly must be discussed and reviewed. At Middlebury the Educational Policy Committee elected by the Faculty is responsible for such continuing effort. Changes in the freshman year program have recently been put into effect and further changes are under discussion. In general we are attempting to make the freshman year more stimulating to the better students. At the upper class level the problem under discussion is the same—how can we provide opportunity for more individual and creative work on the part of the most talented students? For both freshmen and upper classmen, it is a problem of proper balance, for we shall always admit to Middlebury, I hope, intelligent young men and women of good character who in their formative years cannot be classed either as geniuses or dedicated, research-minded scholars. It is equally our task to help them to find themselves, to help them to become aware of the satisfactions of intellectual tasks and achievements.

No presentation of problems of higher education is



By Dr. Samuel S. Stratton

MIDDLEBURY'S GOAL IS IMPROVEMENT OF "QUALITY"

The President outlines some of the goals and problems facing the College in the year of 1958

ONCE you have read "American Higher Education 1958," you may feel as I do that there is nothing left to say on this subject. The problems and challenges have been well stated. Yet you must be tempted as I am to relate this presentation to Middlebury College. Let us ask first, where do we stand in the matter of expansion in the face of an estimated doubling of the college population by 1970? I can only repeat again that (1) on grounds of feasibility, we do not see how we can in the next decade finance any important increase in the size of the present student body. It is obvious that any sizable expansion would call for more classrooms and laboratories, and even a larger expansion of our library than is now contemplated. (2) We believe that we can make our best contribution to the problems outlined by improving constantly the quality of our education. This means not only providing more adequate facilities but preserving and improving the quality of our Faculty and, by means of selection, the quality of our student body.

Is there any evidence that Middlebury has been striving and will continue to strive for such improvement in quality? The evidence is abundant. Improvement of physical facilities is the easiest to note, and a list of such improvements is unnecessary for Middlebury graduates. Since the war, approximately $2,210,000 has been spent for physical improvement of our plant. With the expansion of our faculty, we have been able up to the present to attract and for the most part to hold an exceedingly competent group of younger men. The percentage of Ph.D.'s on our faculty has increased from 20% in 1940 to 42%. The magnitude in the increase of freshman applications has given us the opportunity to be increasingly more selective in admissions. Although statistics are available, it would seem unnecessary to present a percentage of

A SPECIAL REPORT

AMERICAN HIGHER EDUCATION 1958

ITS PRESSING PROBLEMS AND NEEDS ARE EXCEEDED ONLY BY ITS OPPORTUNITIES

THIS is a special report. It is published because the time has come for colleges and universities—and their alumni—to recognize and act upon some extraordinary challenges and opportunities.

Item: Three million, sixty-eight thousand young men and women are enrolled in America's colleges and universities this year—45 per cent more than were enrolled six years ago, although the number of young people in the eighteen-to-twenty-one age bracket has increased only 2 per cent in the same period. A decade hence, when colleges will feel the effects of the unprecedented birth rates of the mid-1940's, today's already-enormous enrollments will double.

Item: In the midst of planning to serve *more* students, higher education is faced with the problem of not losing sight of its *extraordinary* students. "What is going to happen to the genius or two in this crowd?" asked a professor at one big university this term, waving his hand at a seemingly endless line of students waiting to fill out forms at registra-

complete without a discussion of costs and tuitions. In the accompanying article reference is made to the gap between tuitions collected and the cost of educating a student. Middlebury is no exception to this general rule that our tuition charges are unrealistic in relation to the cost of educating a student. Despite the fact that both our endowment and our tuition have doubled over a relatively short space of time, this gap persists. It can be closed only by further increases in tuition charges or greatly enhanced gifts for operating expenses and substantial capital gifts for our endowment. Middlebury has announced a tuition of $950 for the year beginning September 1958. Following are the announced tuition charges for 1958 in a few other colleges in the East: Bowdoin, $1050; Dartmouth $1170; Mt. Holyoke $1250; Smith $1250; Trinity $1050; Williams $1100.

These increased tuition charges will in part enable these colleges to pay higher faculty salaries and in part offer more scholarships for outstanding applicants who lack financial resources. In view of this development in other institutions, we are obviously faced with the question of what shall be our next step with regard to tuition charges.

Too often I think in reading the problems of education in 1958, we become pessimistic of our future. For just over thirty years I have been a worker in the field of higher education. In the institutions which I know at first hand—Harvard and Middlebury—I believe stronger faculty are teaching more able students than in the 1920's. I suspect this is true of a great many institutions of higher education. On the other hand, it is undoubtedly a fact that with the vast increase in college enrollments and college teachers, some mediocrity has crept into higher education over the post-war years.

I do not believe our young people are inferior in intellect to the Russians, nor that the best of our institutions of higher education are inferior to the best of Europe. We have long been familiar with the European, including Russian, system in education. We have not chosen to use nation-wide examinations to determine what young persons shall proceed to high school and second nation-wide examinations to screen for our colleges and universities. If we do choose this particular way, we shall have fewer students in our colleges and universities but not necessarily a larger number of talented students completing their degree requirements in science or in other fields. Without pessimism or envy of the European educational system, I believe we can and will find ways and means to increase the prestige of higher education so that high school students will seek it not just for social standing or purely vocational rewards. I believe competition for entrance to colleges and universities will bring about a stiffening of our standards for admission. In consequence a lift would be given to the quality and quantity of work in the high school for those who wish to go on to higher education. Perhaps we can also hope that our people will recognize that these results can be obtained without imitating the State education system of Europe. Perhaps we shall find both the will and the financial support to improve the quality of our education both in our secondary schools and in our colleges and universities.

"Our most pressing need for facilities presently is the proposed wing on on Starr Library . . ."

HIGHER education in America had its beginnings when the Puritans founded a college to train their ministers. Here, reflected in a modern library window, is the chapel spire at Harvard.

tion desks. "Heaven knows, if the free world ever needed to discover its geniuses, it needs to do so now." President Robert Gordon Sproul of the University of California puts it this way: "If we fail in our hold upon quality, the cherished American dream of universal education will degenerate into a nightmare."

Item: A college diploma is the *sine qua non* for almost any white-collar job nowadays, and nearly everybody wants one. In the scramble, a lot of students are going to college who cannot succeed there. At the Ohio State University, for instance, which is required by law to admit every Ohioan who owns a high-school diploma and is able to complete the entrance blanks, two thousand students flunked out last year. Nor is Ohio State's problem unique. The resultant waste of teaching talents, physical facilities, and money is shocking—to say nothing of the damage to young people's self-respect.

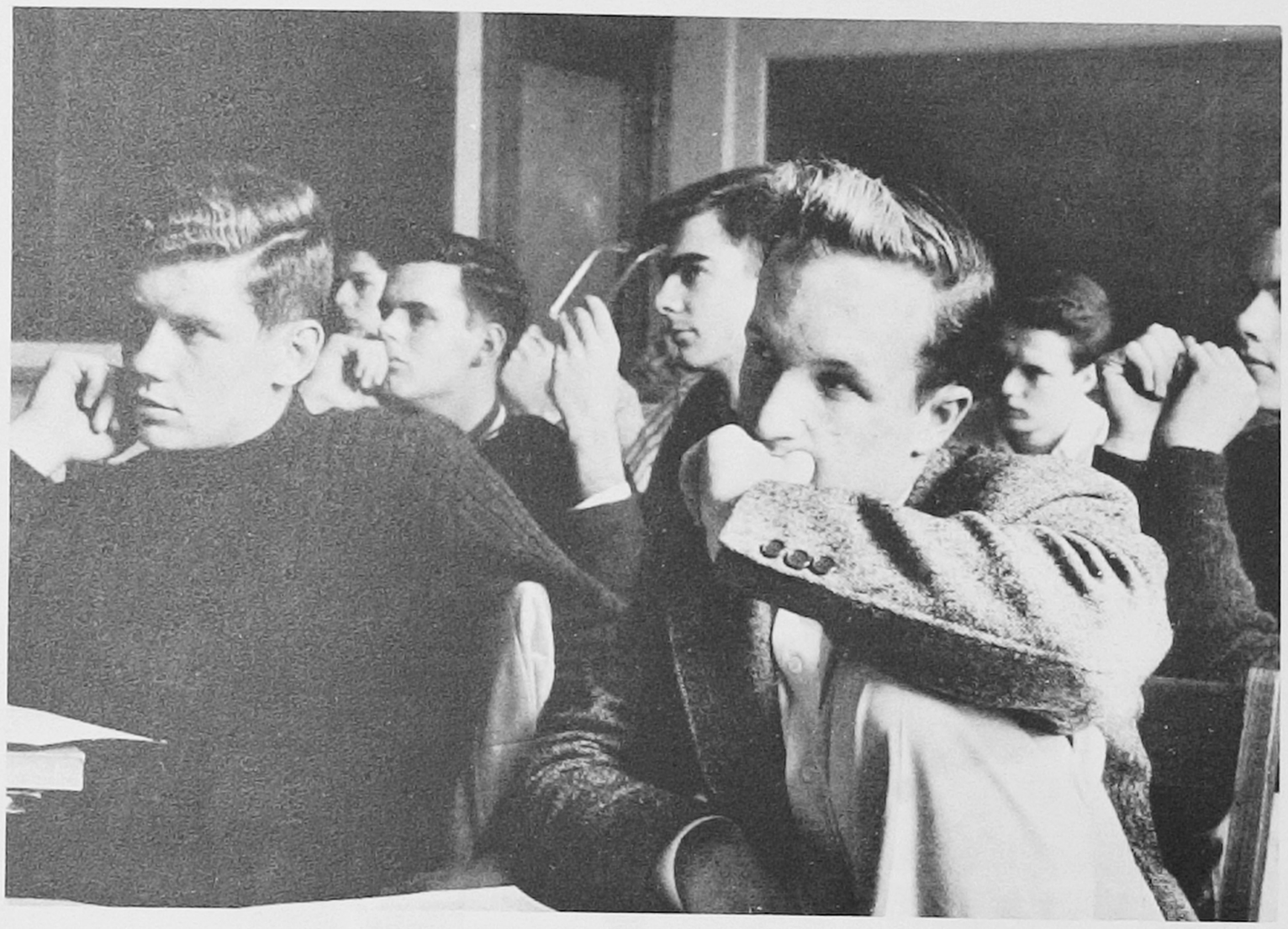
Item: The cost of educating a student is soaring. Like many others, Brown University is boosting its fees this spring: Brown students henceforth will pay an annual tuition bill of $1,250. But it costs Brown $2,300 to provide a year's instruction in return. The difference between charges and actual cost, says Brown's President Barnaby C. Keeney, "represents a kind of scholarship from the faculty. They pay for it out of their hides."

Item: The Educational Testing Service reports that lack of money keeps many of America's ablest high-school students from attending college—150,000 last year. The U. S. Office of Education found not long ago that even at public colleges and universities, where tuition rates are still nominal, a student needs around $1,500 a year to get by.

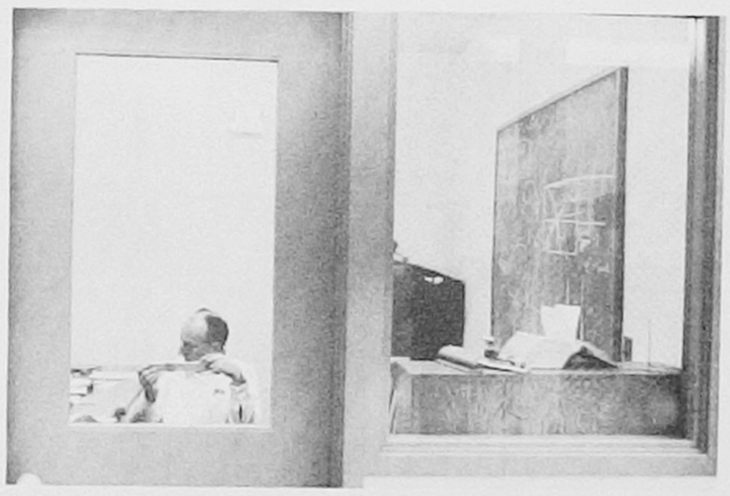
Item: Non-monetary reasons are keeping many promising young people from college, also. The Social Science Research Council offers evidence that fewer than half of the students in the upper tenth of their high-school classes go on to college. In addition to lack of money, a major reason for this defection is "lack of motivation."

Item: At present rates, only one in eight college teachers can ever expect to earn more than $7,500 a year. If colleges are to attract and hold competent teachers, says Devereux C. Josephs, chairman of the President's Committee on Education Beyond the High School, faculty salaries must be increased by at least

DARTMOUTH COLLEGE



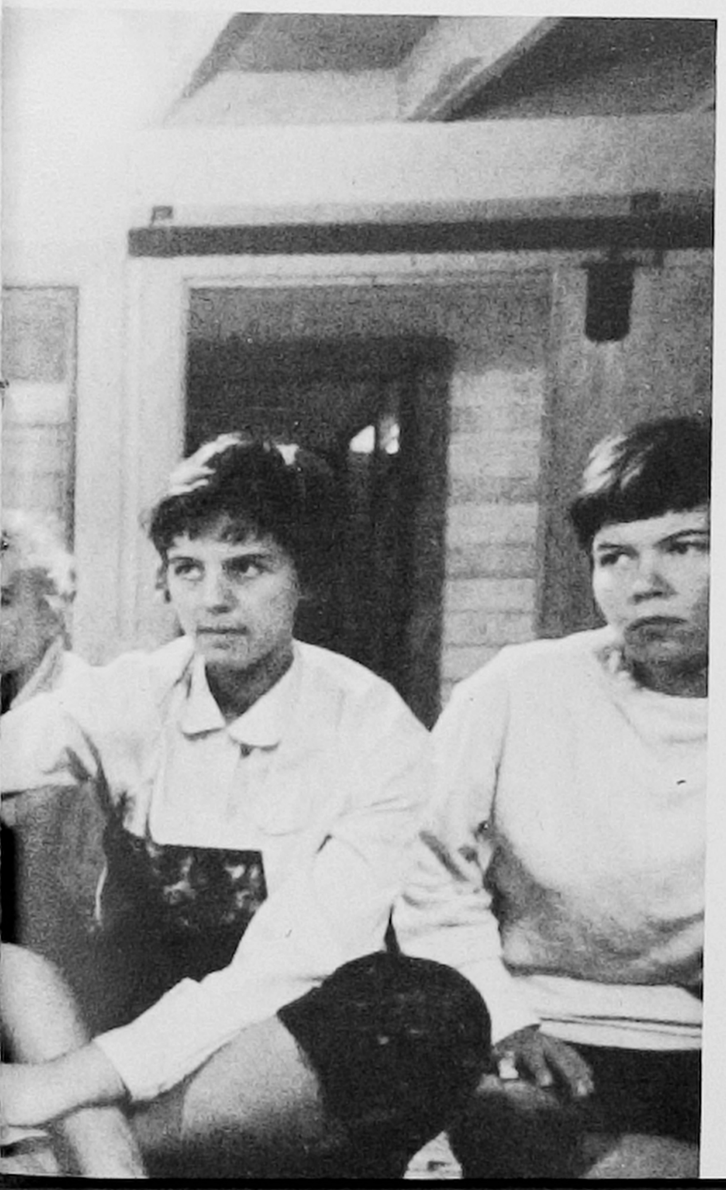
AMHERST COLLEGE



UNIVERSITY OF CALIFORNIA

DEEP SPRINGS JUNIOR COLLEGE

EMORY UNIVERSITY



FROM its simple beginnings, American higher education has grown into 1,800 institutions of incredible diversity. At the right is but a sampling of their vast interests and activities.

50 per cent during the next five years. Such an increase would cost the colleges and universities around half a billion dollars a year.

Item: Some critics say that too many colleges and universities have been willing to accept—or, perhaps more accurately, have failed firmly to reject—certain tasks which have been offered to or thrust upon them, but which may not properly be the business of higher education at all. "The professor," said one college administrator recently, "should not be a carhop who answers every demanding horn. Educational institutions must not be hot-dog stands."

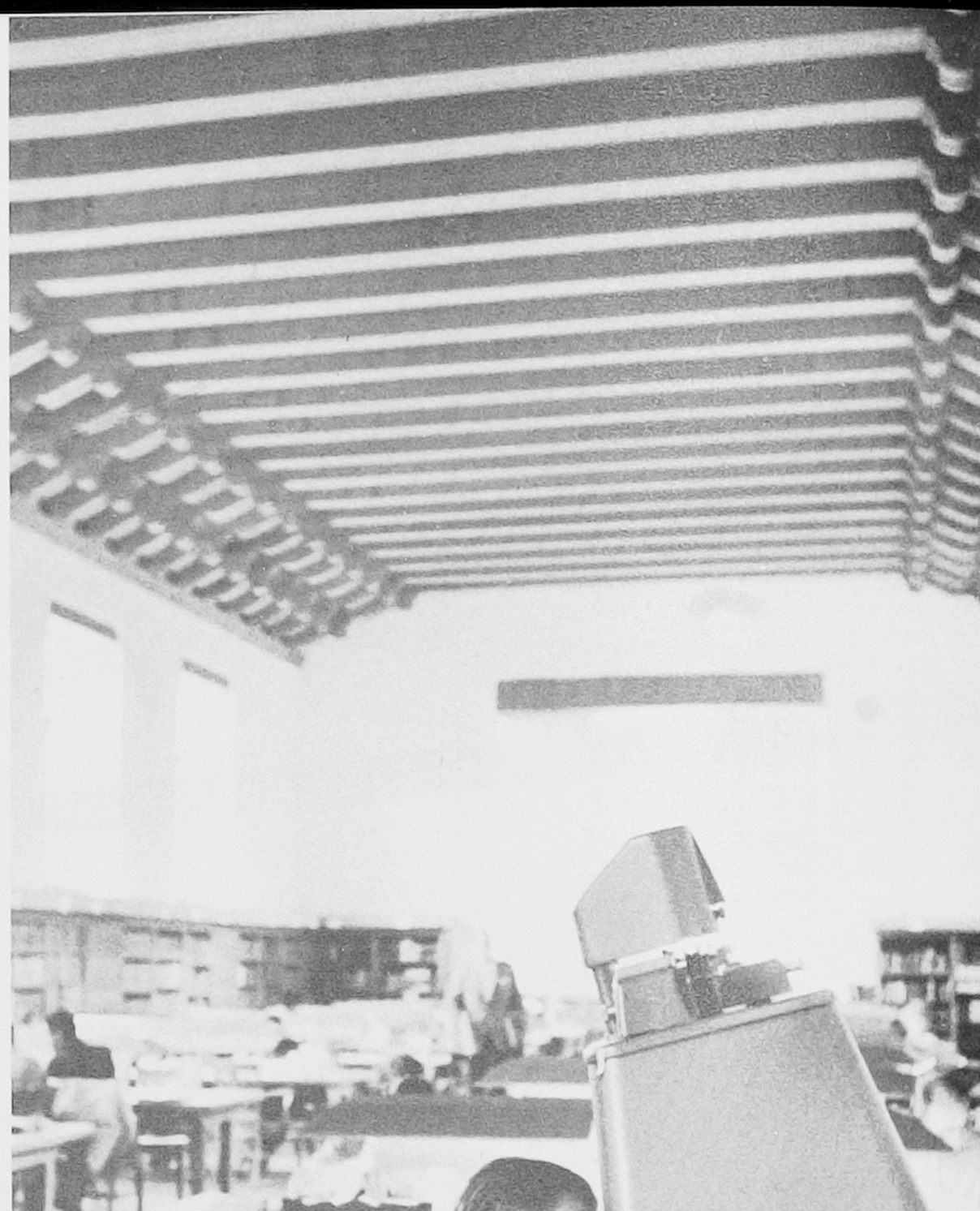
Item: The colleges and universities, some say, are not teaching what they ought to be teaching or are not teaching it effectively. "Where are the creative thinkers?" they ask. Have we, without quite realizing it, grown into a nation of gadgeteers, of tailfin technicians, and lost the art of basic thought? (And from all sides comes the worried reminder that the other side launched their earth satellites first.)

THESE are some of the problems—only some of them—which confront American higher education in 1958. Some of the problems are higher education's own offspring; some are products of the times.

But some are born of a fact that is the identifying strength of higher education in America: its adaptability to the free world's needs, and hence its diversity.

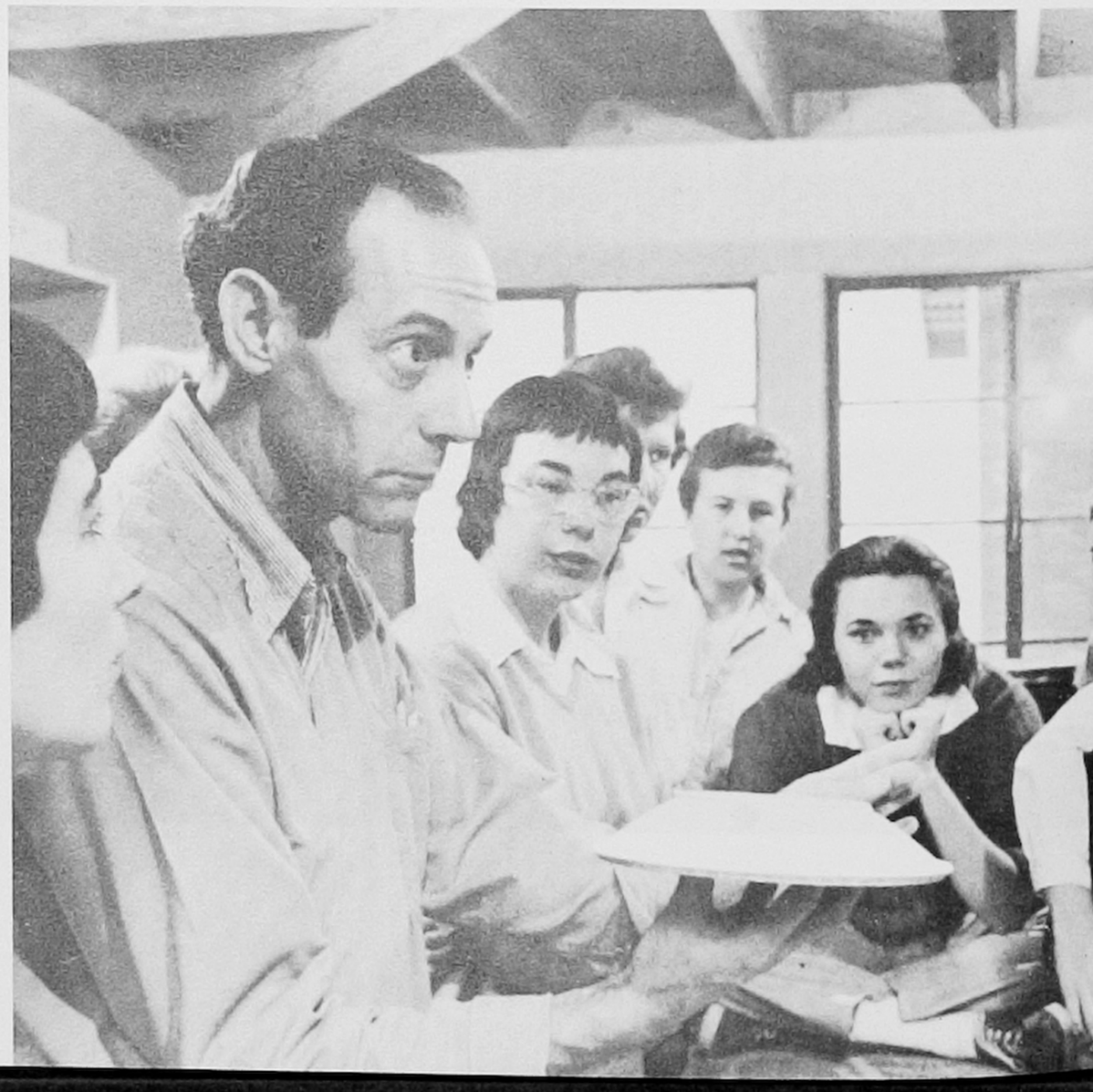
Indeed, so diverse is it—in organization, sponsorship, purpose, and philosophy—that perhaps it is fallacious to use the generalization, "American higher education," at all. It includes 320-year-old Harvard and the University of Southern Florida, which now is only on the drawing boards and will not open until 1960. The humanities research center at the University of Texas and the course in gunsmithing at Lassen Junior College in Susanville, California. Vassar and the U. S. Naval Academy. The University of California, with its forty-two thousand students, and Deep Springs Junior College, on the eastern side of the same state, with only nineteen.

Altogether there are more than 1,800 American institutions which offer "higher education," and no two of them are alike. Some are liberal-arts colleges, some are



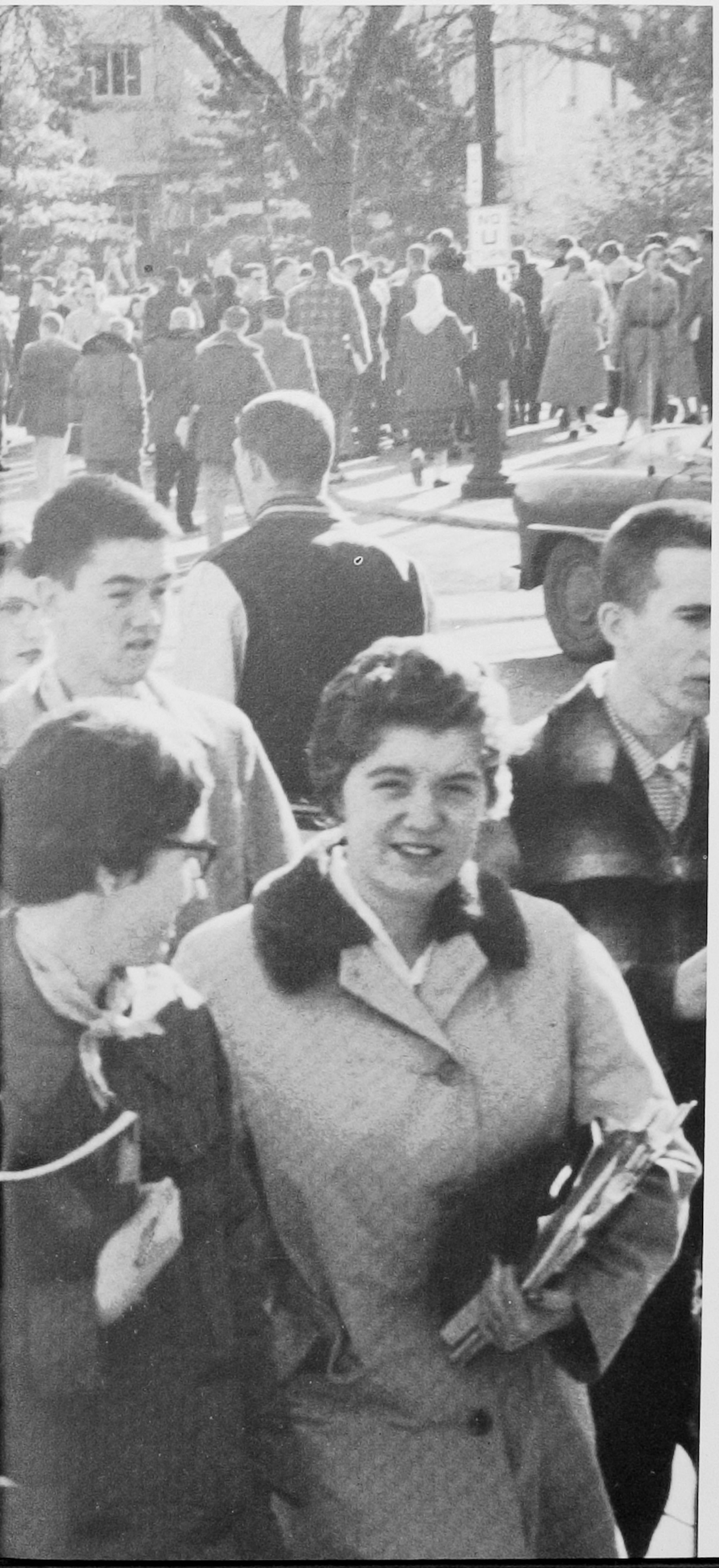
UNIVERSITY OF NEW MEXICO

MILLS COLLEGE



With growth have come problems for the colleges and universities. One of the most pressing, today, is swelling enrollments. Already they are straining higher education's campuses and teaching resources. But the present large student population is only a fraction of the total expected in the next decade.

SMITH COLLEGE

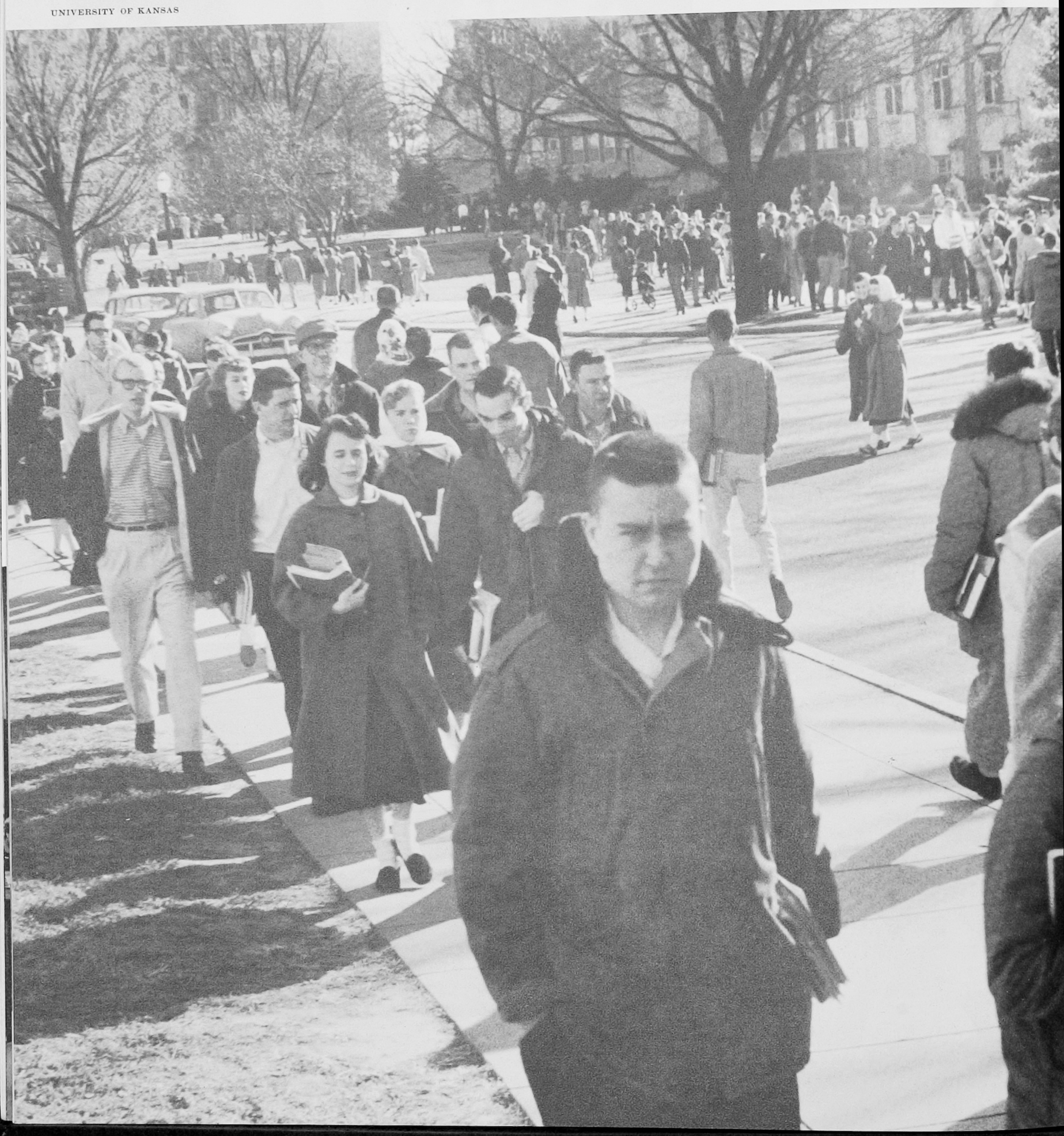


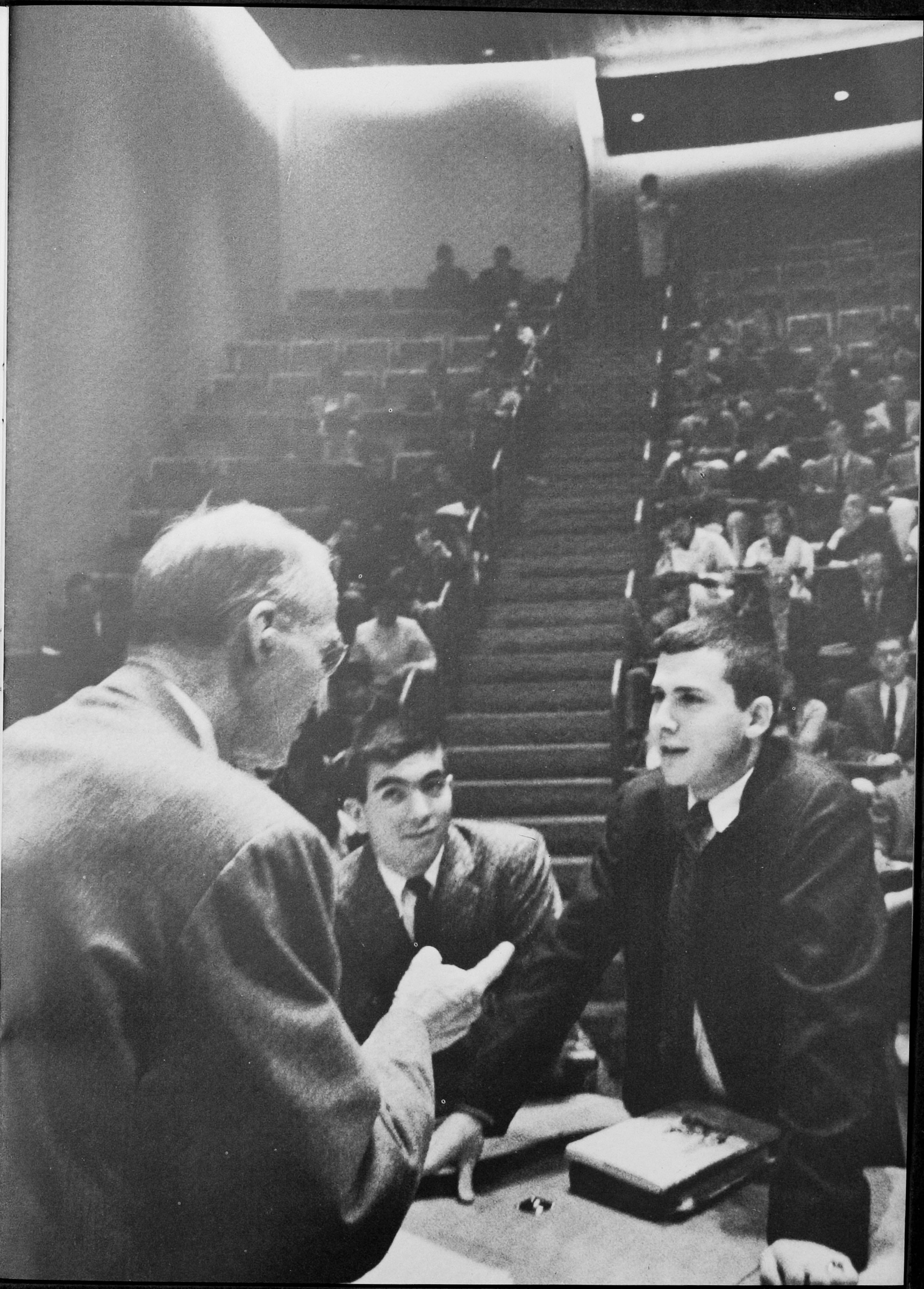
vast universities, some specialize in such fields as law, agriculture, medicine, and engineering. Some are supported by taxation, some are affiliated with churches, some are independent in both organization and finance. Thus any generalization about American higher education will have its exceptions—including the one that all colleges and universities desperately need more money. (Among the 1,800, there may be one or two which don't.) In higher education's diversity—the result of its restlessness, its freedom, its geography, its competitiveness—lies a good deal of its strength.

American higher education in 1958 is hardly what the Puritans envisioned when they founded the country's first college to train their ministers in 1636. For nearly two and a half centuries after that, the aim of America's colleges, most of them founded by churches, was limited: to teach young people the rudiments of philosophy, theology, the classical languages, and mathematics. Anyone who wanted a more extensive education had to go to Europe for it.

One break from tradition came in 1876, with the founding of the Johns Hopkins University. Here, for the first time, was an American institution with European standards of advanced study in the arts and sciences.

Other schools soon followed the Hopkins example. And with the advanced standards came an emphasis on research. No longer did American university scholars





In the flood of vast numbers of students, the colleges and universities are concerned that they not lose sight of the individuals in the crowd. They are also worried about costs: every extra student adds to their financial deficits.

HARVARD UNIVERSITY

simply pass along knowledge gained in Europe; they began to make significant contributions themselves.

Another spectacular change began at about the same time. With the growth of science, agriculture—until then a relatively simple art—became increasingly complex. In the 1850's a number of institutions were founded to train people for it, but most of them failed to survive.

In 1862, however, in the darkest hours of the Civil War, Abraham Lincoln signed the Morrill Land-Grant Act, offering each state public lands and support for at least one college to teach agriculture and the mechanic arts. Thus was the foundation laid for the U. S. state-university system. "In all the annals of republics," said Andrew D. White, the first president of one institution founded under the act, Cornell University, "there is no more significant utterance of confidence in national destiny, out from the midst of national calamity."

NOW there was no stopping American higher education's growth, or the growth of its diversity. Optimistically America moved into the 1900's, and higher education moved with it. More and more Americans wanted to go to college and were able to do so. Public and private institutions were established and expanded. Tax dollars by the millions were appropriated, and philanthropists like Rockefeller and Carnegie and Stanford vied to support education on a large scale. Able teachers, now being graduated in numbers by America's own universities, joined their staffs.

In the universities' graduate and professional schools, research flourished. It reached outward to explore the universe, the world, and the creatures that inhabit it. Scholars examined the past, enlarged and tended man's cultural heritage, and pressed their great twentieth-century search for the secrets of life and matter.

Participating in the exploration were thousands of young Americans, poor and rich. As students they were acquiring skills and sometimes even wisdom. And, with their professors, they were building a uniquely American tradition of higher education which has continued to this day.

OUR aspirations, as a nation, have never been higher. Our need for educational excellence has never been greater. But never have the challenges been as sharp as they are in 1958.

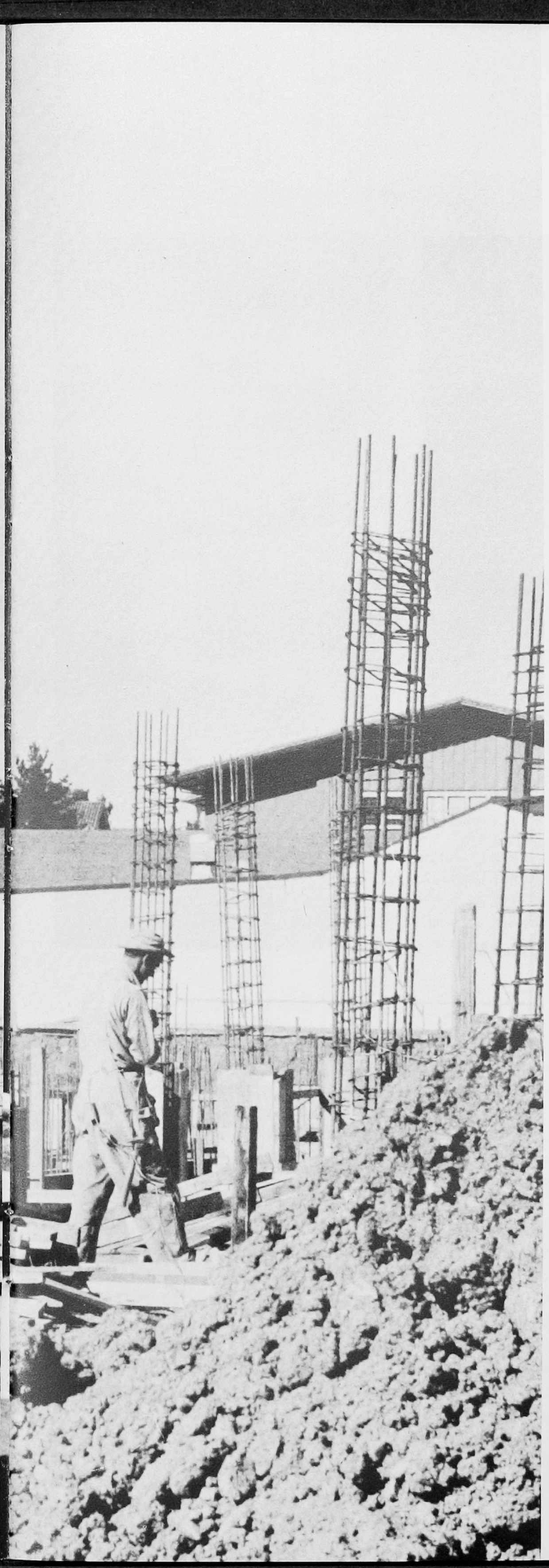
Look at California, for one view of American education's problems and opportunities—and for a view of imaginative and daring action, as well.

Nowhere is the public appetite for higher education more avid, the need for highly trained men and women more clear, the pressure of population more acute. In a recent four-year period during which the country's population rose 7.5 per cent, California's rose some 17.6 per cent. Californians—with a resoluteness which is, unfortunately, not typical of the nation as a whole—have shown a remarkable determination to face and even to anticipate these facts.

They have decided that the state should build fifteen new junior colleges, thirteen new state colleges, and five new campuses for their university. (Already the state has 135 institutions of higher learning: sixty-three private establishments, sixty-one public junior colleges, ten state colleges, and the University of California with eight campuses. Nearly 40 cents of every tax dollar goes to support education on the state level.)

But California has recognized that providing new facilities is only part of the solution. New philosophies are needed, as well.

The students looking for classrooms, for example, vary tremendously, one from the other, in aptitudes, aims, and abilities. "If higher education is to meet the varied needs of students and also the diverse requirements of an increasingly complex society," a California report says, "there will have to be corresponding diversity among and within educational institutions. . . . It will



UNIVERSITY OF CALIFORNIA

To accommodate more students
and to keep pace with increasing demands
for complex research work,
higher education must spend more on construction
this year than in any other year in history.

not be sufficient for California—or any other state, for that matter—simply to provide enough *places* for the students who will seek college admission in future years. It will also have to supply, with reasonable economy and efficiency, a wide range of educational *programs*."

Like all of the country, California and Californians have some big decisions to make.

DR. LEWIS H. CHRISMAN is a professor of English at West Virginia Wesleyan, a Methodist college near the town of Buckhannon. He accepted an appointment there in 1919, when it consisted of just five major buildings and a coeducational student body of 150. One of the main reasons he took the appointment, Dr. Chrisman said later, was that a new library was to be built "right away."

Thirty years later the student body had jumped to 720. Nearly a hundred other students were taking extension and evening courses. The zooming postwar birth rate was already in the census statistics, in West Virginia as elsewhere.

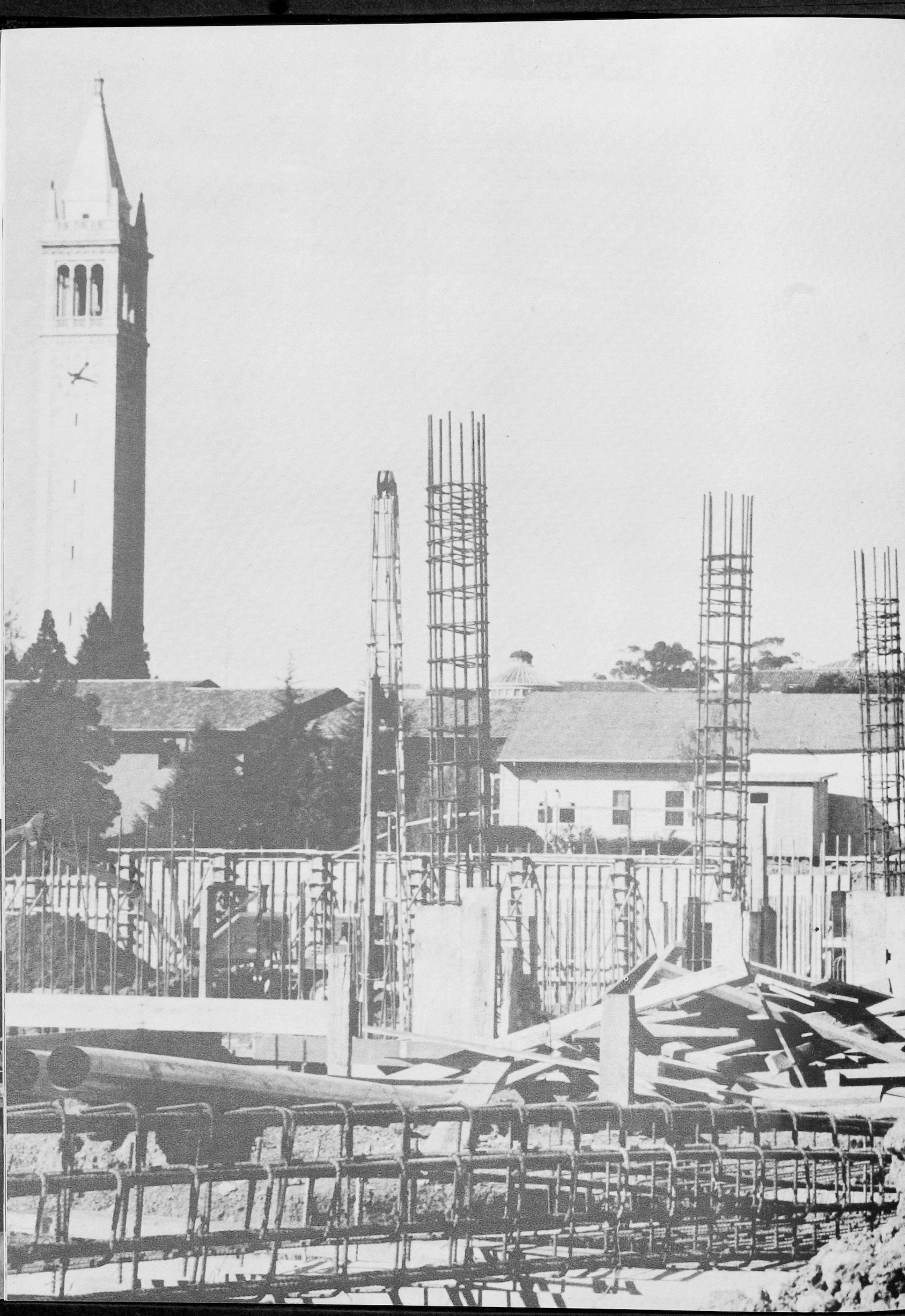
But Dr. Chrisman was still waiting for that library. West Virginia Wesleyan had been plagued with problems. Not a single major building had gone up in thirty-five years. To catch up with its needs, the college would have to spend $500,000.

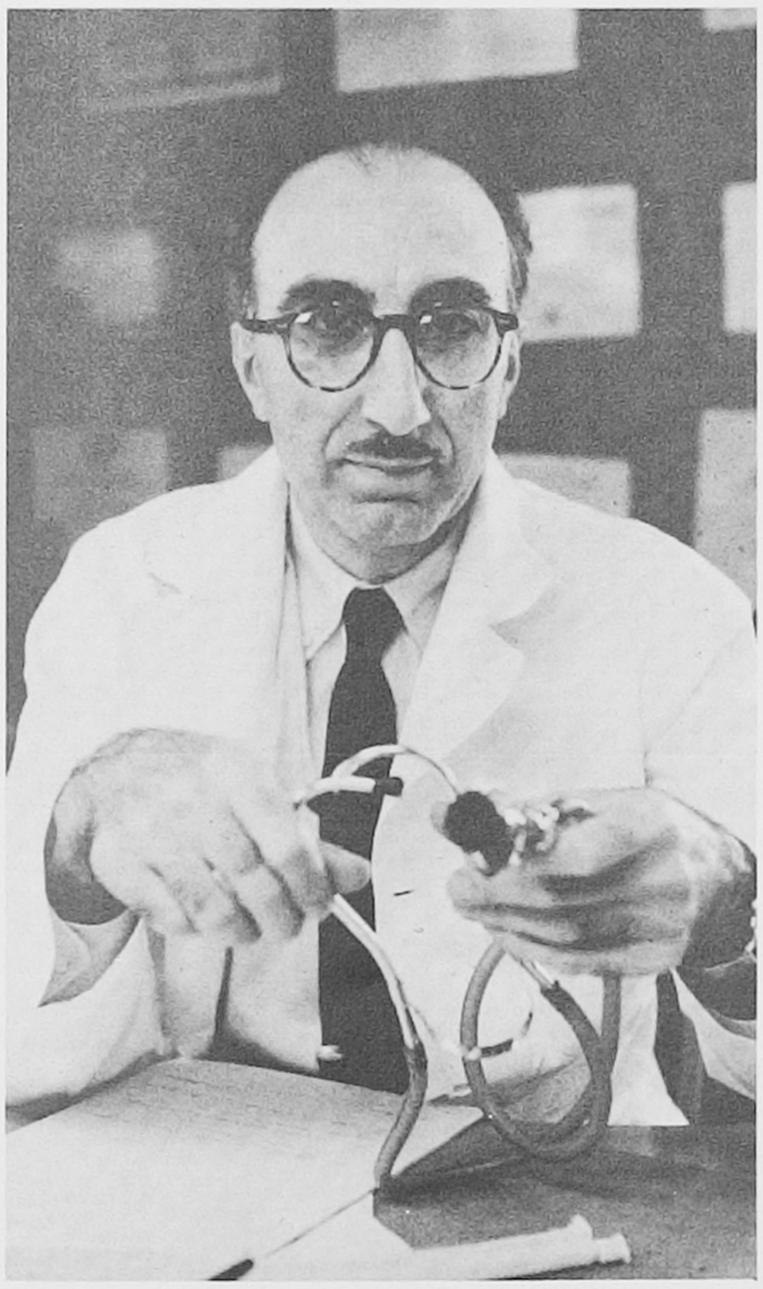
For a small college to raise a half million dollars is often as tough as for a state university to obtain perhaps ten times as much, if not tougher. But Wesleyan's president, trustees, faculty, and alumni decided that if independent colleges, including church-related ones, were to be as significant a force in the times ahead as they had been in the past, they must try.

Now West Virginia Wesleyan has an eighty-thousand-volume library, three other buildings completed, a fifth to be ready this spring, and nine more on the agenda.

A group of people reached a hard decision, and then made it work. Dr. Chrisman's hopes have been more than fulfilled.

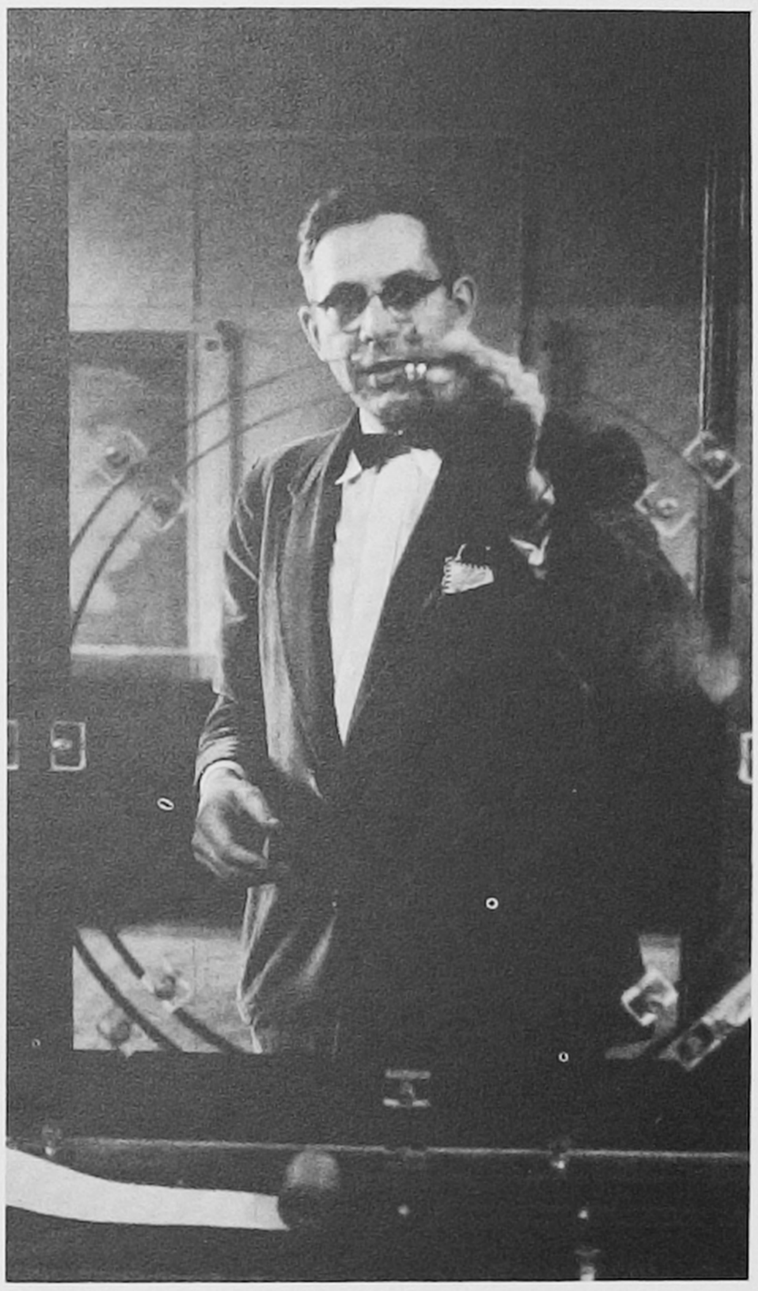
So it goes, all over America. The U. S. Office of Education recently asked the colleges and universities how much they are spending on new construction this year.

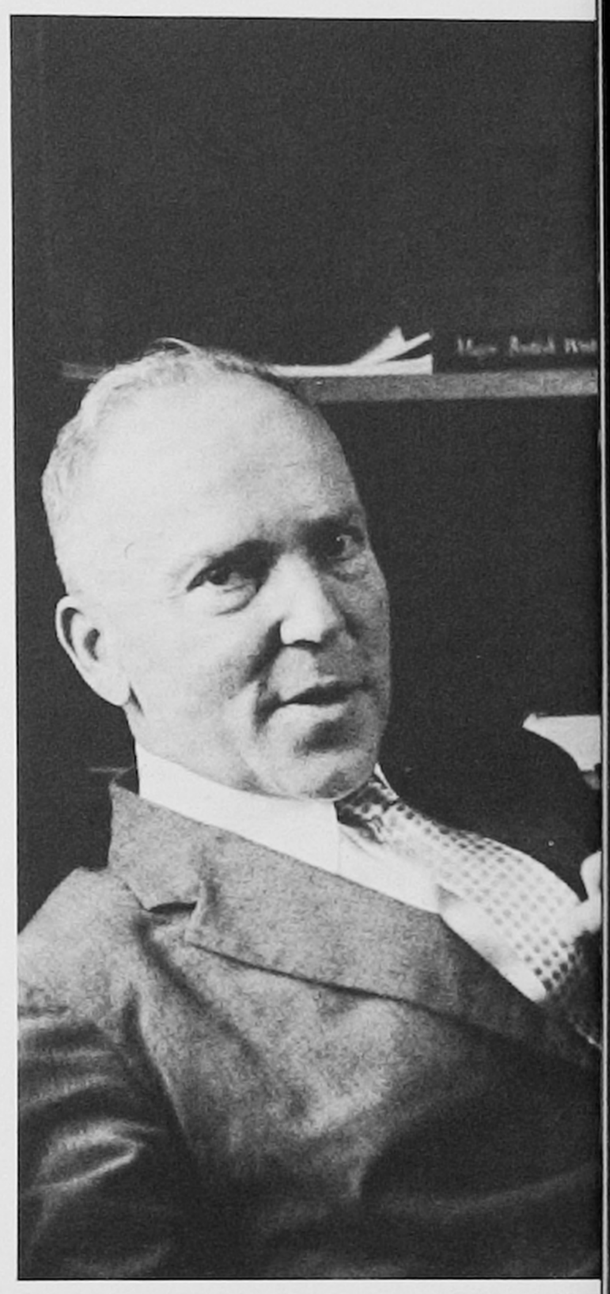




BAYLOR UNIVERSITY

RENSSELAER POLYTECHNIC INSTITUTE





DARTMOUTH COLLEGE

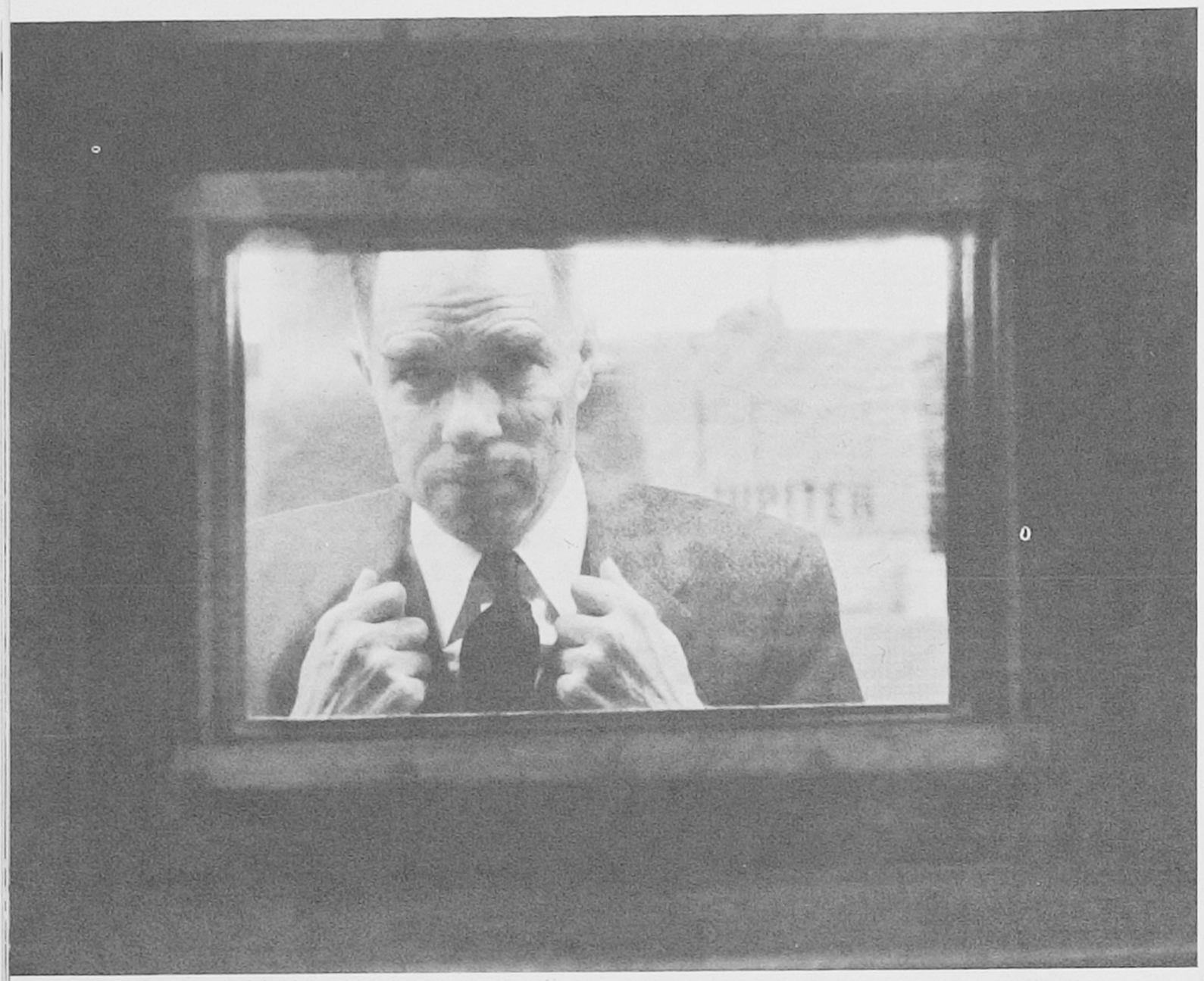
polio vaccine. We ask them to provide us with lumbermen and liberally educated PTA presidents, doctors and statesmen, business executives and poets, teachers and housewives. We expect the colleges to give us religious training, better fertilizers, extension courses in music appreciation, fresh ideas on city planning, classes in square dancing, an understanding of medieval literature, and basic research.

The nation does need many services, and higher education has never been shy about offering to provide a great portion of them. Now however, in the face of a multitude of pressures ranging from the population surge to the doubts many people have about the quality of American thought, there are those who are wondering if America is not in danger of over-extending its educational resources: if we haven't demanded, and if under the banner of higher education our colleges and universities haven't taken on, too much.

AMERICA has never been as ready to pay for its educational services as it has been to request them. A single statistic underlines the point. We spend about seven tenths of 1 per cent of our gross national product on higher education. (Not that we should look to the Russians to set our standards for us —but it is worth noting that they spend on higher education more than 2 per cent of *their* gross.)

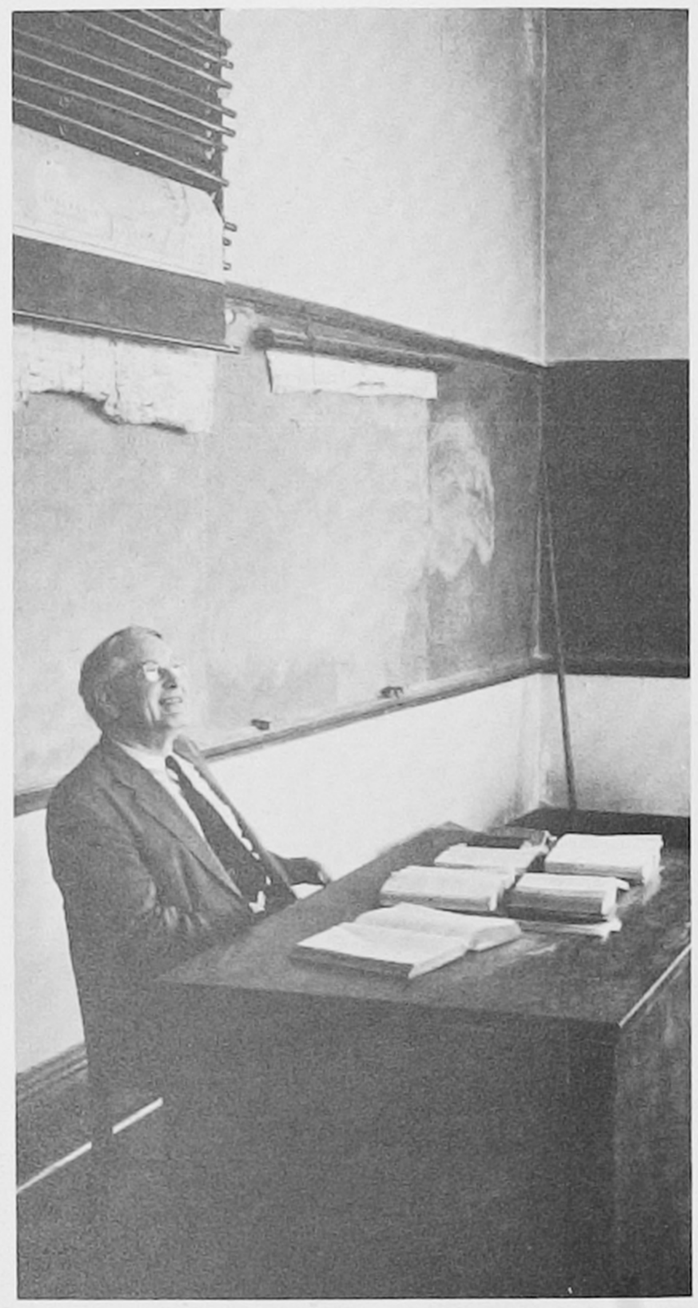
As a result, this spring, many colleges and universities find themselves in a tightening vise. It is not only that prices have skyrocketed; the *real cost* of providing education has risen, too. As knowledge has broadened and deepened, for example, more complicated and costly equipment has become essential.

Feeling the financial squeeze most painfully are the faculty members. The average salary of a college or university teacher in America today is just over $5,000. The average salary of a full professor is just over $7,000.



UNIVERSITY OF CALIFORNIA

WEST VIRGINIA WESLEYAN COLLEGE



THE most serious shortage that higher education faces is in its teaching staffs. Many are underpaid, and not enough young people are entering the field. Here, left to right, are a Nobel Prizewinning chemist, a Bible historian, a heart surgeon, a physicist, and a poet.

Ninety per cent of them replied. In calendar 1958, they are spending $1.078 billion.

Purdue alone has $37 million worth of construction in process. Penn has embarked on twenty-two projects costing over $31 million. Wake Forest and Goucher and Colby Colleges, among others, have left their old campuses and moved to brand-new ones. Stanford is undergoing the greatest building boom since its founding. Everywhere in higher education, the bulldozer, advance agent of growth, is working to keep up with America's insatiable, irresistible demands.

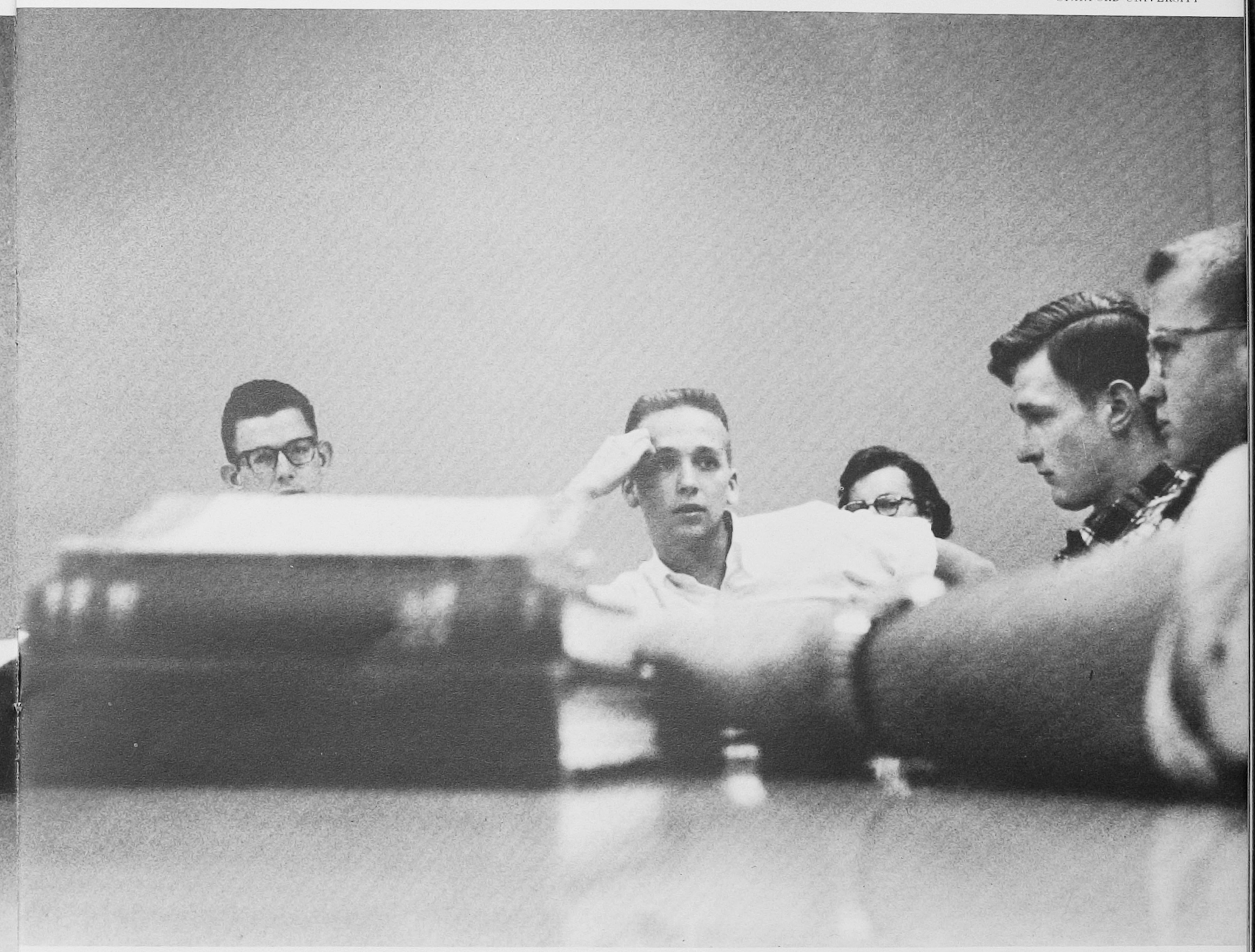
BUILDING PROJECTS, however, are only the outward and visible signs of higher education's effort to stay geared to the times. And in many ways they are the easiest part of the solution to its problems. Others go deeper.

Not long ago the vice president of a large university was wondering aloud. "Perhaps," he said, "we have been thinking that by adding more schools and institutes as more knowledge seemed necessary to the world, we were serving the cause of learning. Many are now calling for a reconsideration of what the whole of the university is trying to *do*."

The problem is a very real one. In the course of her 200-year-plus history, the university had picked up so many schools, institutes, colleges, projects, and "centers" that almost no one man could name them all, much less give an accurate description of their functions. Other institutions are in the same quandary.

Why? One reason is suggested by the vice president's comment. Another is the number of demands which we as a nation have placed upon our institutions of higher learning.

We call upon them to give us space-age weapons and



devote their time and effort to training as many people as possible. The student with unusual talent has had to find it and develop it without help.

Other institutions are looking for the solution somewhere in between.

The University of Kansas, for example, like many other state universities, is legally bound to accept every graduate of an accredited state high school who applies, without examinations or other entrance requirements. "Until recently," says Dean George Waggoner of Kansas's College of Liberal Arts and Sciences, "many of us spent a great deal of our time trying to solve the problem of marginal students."

In the fall of 1955, the university announced a program designed especially for the "gifted student." Its objective: to make sure that exceptional young men and women would not be overlooked or under-exposed in a time of great student population and limited faculty.

Now Kansas uses state-wide examinations to spot these exceptional high-school boys and girls early. It invites high-school principals to nominate candidates for scholarships from the upper 5 per cent of their senior classes. It brings the promising high-school students to its Lawrence campus for further testing, screening, and selection.

When they arrive at the university as freshmen, the students find themselves in touch with a special faculty committee. It has the power to waive many academic rules for them. They are allowed to take as large a bite of education as they can swallow, and the usual course

It is a frequent occurrence on college campuses for a graduating senior, nowadays, to be offered a starting salary in industry that is higher than that paid to most of the faculty men who trained him.

On humane grounds alone, the problem is shocking. But it is not limited to a question of humaneness; there is a serious question of national welfare, also.

"Any institution that fails through inability or delinquency to attract and hold its share of the best academic minds of the nation is accepting one of two consequences," says President Cornelis W. de Kiewiet of the University of Rochester. "The first is a sentence of inferiority and decline, indeed an inferiority so much greater and a decline so much more intractable that trustees, alumni, and friends can only react in distress when they finally see the truth. . . .

"The second . . . is the heavy cost of rehabilitation once the damage has been done. In education as in business there is no economy more foolish than poor maintenance and upkeep. Staffs that have been poorly maintained can be rebuilt only at far greater cost. Since even less-qualified and inferior people are going to be in short supply, institutions content to jog along will be denied even the solace of doing a moderate job at a moderate cost. It is going to be disturbingly expensive to do even a bad job."

The effects of mediocrity in college and university teaching, if the country should permit it to come about, could only amount to a national disaster.

EXCEPTIONAL students must not be overlooked, especially in a time when America needs to educate every outstanding man and woman to fullest capacity. The students at the right are in a philosophy of science class.

WITH the endless squeezes, economies, and crises it is experiencing, it would not be particularly remarkable if American higher education, this spring, were alternately reproaching its neglecters and struggling feebly against a desperate fate. By and large, it is doing nothing of the sort.

Instead, higher education is moving out to meet its problems and, even more significantly, looking beyond them. Its plans take into account that it may have twice as many students by 1970. It recognizes that it must not, in this struggle to accommodate quantity, lose sight of quality or turn into a molder of "mass minds." It is continuing to search for ways to improve its present teaching. It is charting new services to local communities, the nation, and vast constituencies overseas. It is entering new areas of research, so revolutionary that it must invent new names for them.

CONSIDER the question of maintaining quality amidst quantity. "How," educators ask themselves, "can you educate everyone who is ambitious and has the basic qualifications, and still have time, teachers, and money to spend on the unusual boy or girl? Are we being true to our belief in the individual if we put everyone into the same mold, ignoring human differences? Besides, let's be practical about it: doesn't this country need to develop every genius it has?"

There is one approach to the problem at an institution in eastern California, Deep Springs. The best way to get there is to go to Reno, Nevada, and then drive about five hours through the Sierras to a place called Big Pine. Deep Springs has four faculty members, is well endowed, selects its students carefully, and charges no tuition or fees. It cannot lose sight of its good students: its total enrollment is nineteen.

At another extreme, some institutions have had to

The "quality *vs.* quantity" issue has other ramifications. "Education's problem of the future," says President Eldon L. Johnson of the University of New Hampshire, "is the relation of mind and mass. . . . The challenge is to reach numbers without mass treatment and the creation of mass men. . . . It is in this setting and this philosophy that the state university finds its place."

And, one might add, the independent institution as well. For the old idea that the public school is concerned with quantity and the private school with quality is a false one. All of American higher education, in its diversity, must meet the twin needs of extraordinary persons and a better educated, more thoughtful citizenry.

WHAT *is* a better educated, more thoughtful citizenry? And how do we get one? If America's colleges and universities thought they had the perfect answers, a pleasant complacency might spread across the land.

In the offices of those who are responsible for laying out programs of education, however, there is anything but complacency. Ever since they stopped being content with a simple curriculum of theology, philosophy, Latin, Greek, and math, the colleges and universities have been searching for better ways of educating their students in breadth as well as depth. And they are still hunting.

Take the efforts at Amherst, as an example of what many are doing. Since its founding Amherst has developed and refined its curriculum constantly. Once it offered a free elective system: students chose the courses they wanted. Next it tried specialization: students selected a major field of study in their last two years. Next, to make sure that they got at least a taste of many different fields, Amherst worked out a system for balancing the elective courses that its students were permitted to select.

But by World War II, even this last refinement seemed inadequate. Amherst began—again—a re-evaluation.

When the self-testing was over, Amherst's students began taking three sets of required courses in their freshman and sophomore years: one each in science, history, and the humanities. The courses were designed to build the groundwork for responsible lives: they sought to help students form an integrated picture of civilization's issues and processes. (But they were not "surveys" —or what Philosophy Professor Gail Kennedy, chairman of the faculty committee that developed the program, calls "those superficial omnibus affairs.")

How did the student body react? Angrily. When Professor Arnold B. Arons first gave his course in physical science and mathematics, a wave of resentment arose. It culminated at a mid-year dance. The music stopped, conversations ceased, and the students observed a solemn, two-minute silence. They called it a "Hate Arons Silence."

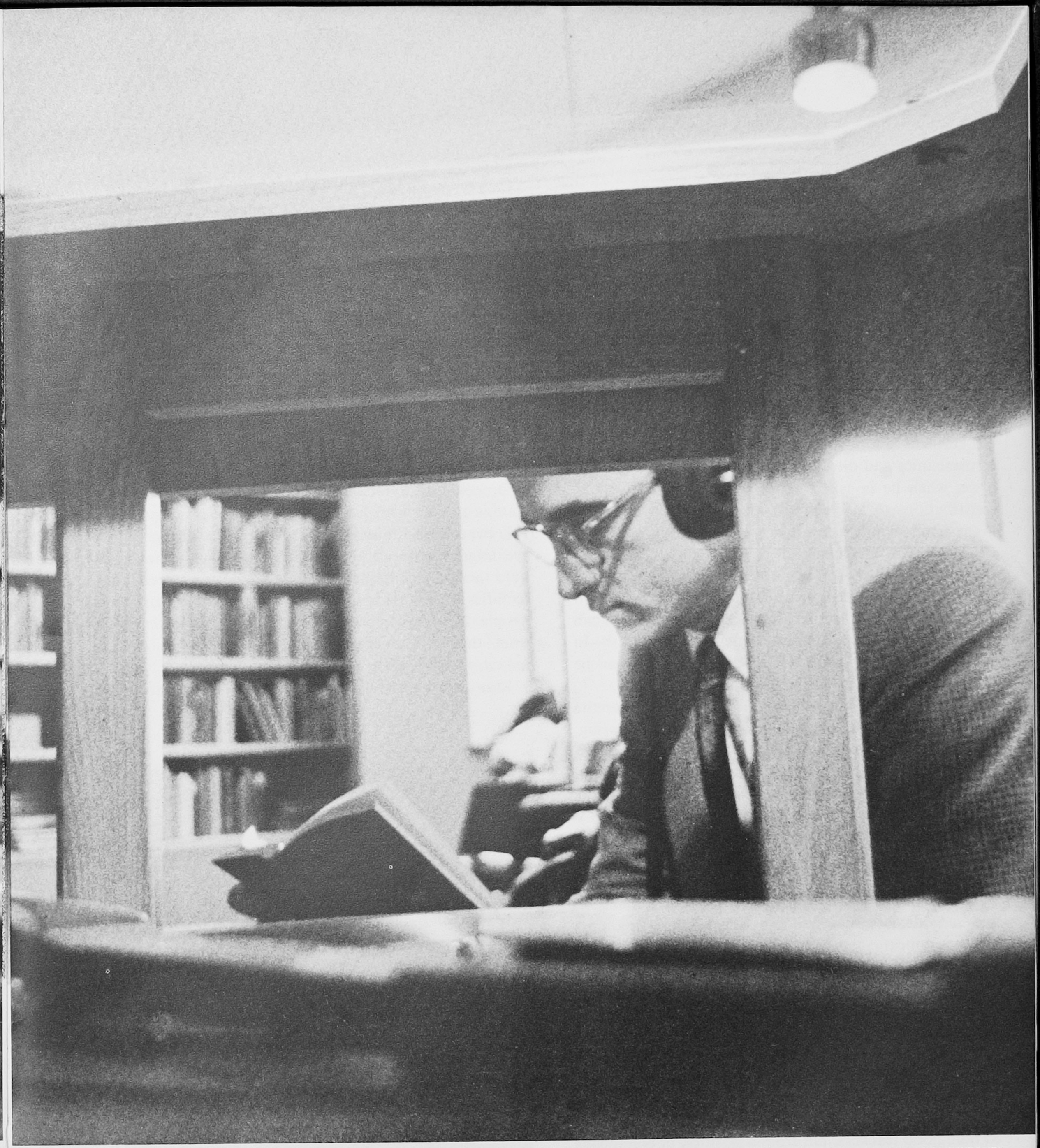
UNIVERSITY OF KANSAS

EVEN in institutions with thousands of students, young people with extraordinary talents can be spotted and developed. This teacher is leading an honors section at a big university.

prerequisites do not apply; they may enter junior and senior-level courses if they can handle the work. They use the library with the same status as faculty members and graduate students, and some serve as short-term research associates for professors.

The force of the program has been felt beyond the students and the faculty members who are immediately involved. It has sent a current throughout the College of Liberal Arts and Sciences. All students on the dean's honor roll, for example, no longer face a strict limit in the number of courses they may take. Departments have strengthened their honor sections or, in some cases, established them for the first time. The value of the program reaches down into the high schools, too, stimulating teachers and attracting to the university strong students who might otherwise be lost to Kansas.

Across the country, there has been an attack on the problem of the bright student's boredom during his early months in college. (Too often he can do nothing but fidget restlessly as teachers gear their courses to students less talented than he.) Now, significantly large numbers are being admitted to college before they have finished high school; experiments with new curricula and opportunities for small discussion groups, fresh focus, and independent study are found in many schools. Foundations, so influential in many areas of higher education today, are giving their support.



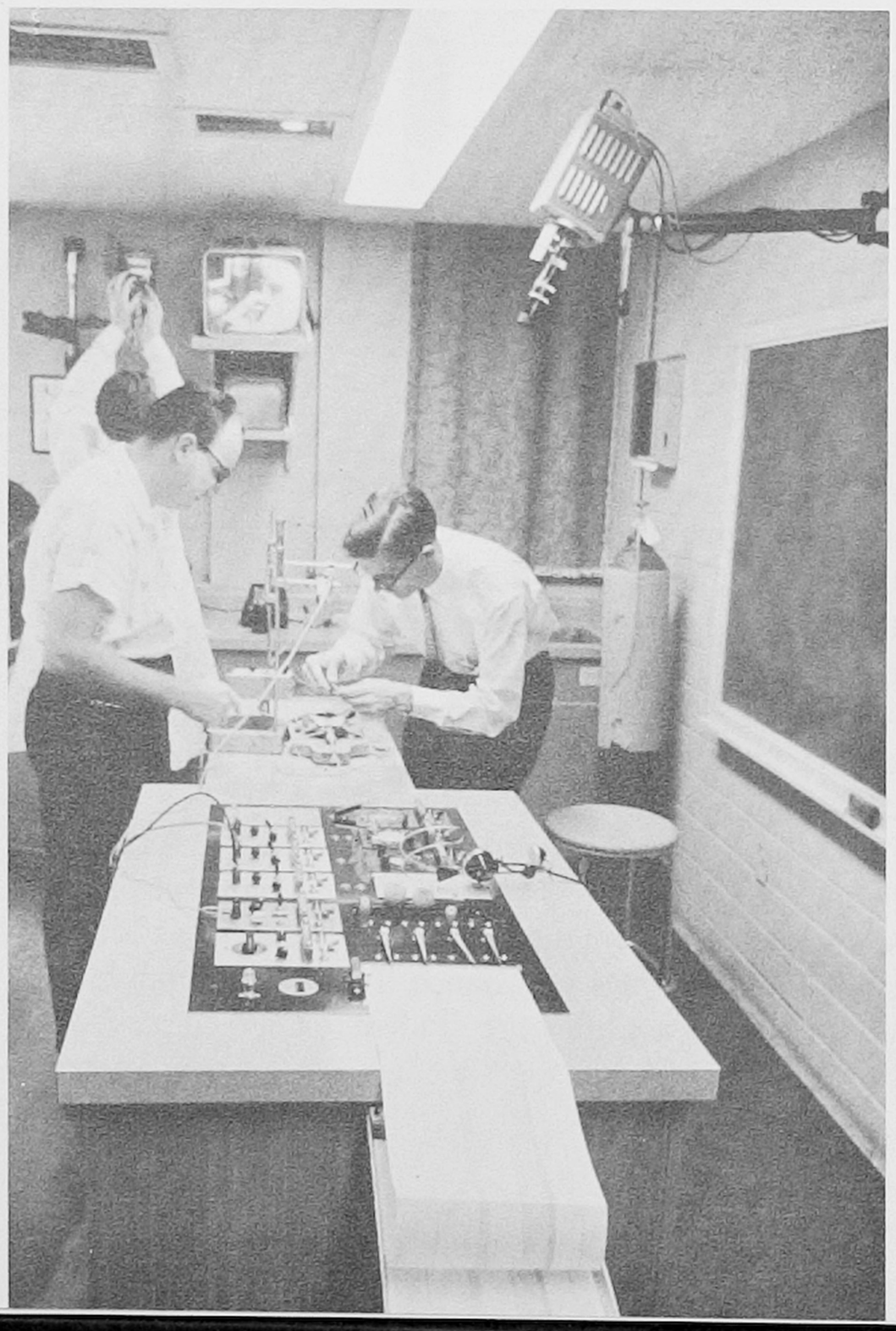
HARVARD UNIVERSITY

But at the end of the year they gave the professor a standing ovation. He had been rough. He had not provided his students with pat answers. He had forced them to think, and it had been a shock at first. But as they got used to it, the students found that thinking, among all of life's experiences, can sometimes be the most exhilarating.

TO TEACH them to think: that is the problem. It is impossible, today, for any school, undergraduate or professional, to equip its students with all the knowledge they will need to become competent engineers, doctors, farmers, or business men. On the other hand, it can provide its students with a chance to discover something with which, on their own, they can live an extraordinary life: their ability to think.

THUS, in the midst of its planning for swollen enrollments, enlarged campuses, balanced budgets, and faculty-procurement crises, higher education gives deep thought to the effectiveness of its programs. When the swollen enrollments do come and the shortage of teachers does become acute, higher education hopes it can maintain its vitality.

BAYLOR UNIVERSITY



TO IMPROVE the effectiveness of their teaching, colleges and universities are experimenting with new techniques like recordings of plays (*above*) and television, which (*left*) can bring medical students a closeup view of delicate experiments.

of community projects—as many as seventy-eight at one state university this spring. Some samples:

The University of Dayton has tailored its research program to the needs of local industry and offers training programs for management. Ohio State has planted the nation's first poison plant garden to find out why some plants are poisonous to livestock when grown in some soils yet harmless in others. Northwestern's study of traffic problems has grown into a new transportation center. The University of Southern California encourages able high-school students to work in its scientific laboratories in the summer. Regis College runs a series of economics seminars for Boston professional women.

Community service takes the form of late-afternoon and evening colleges, also, which offer courses to school teachers and business men. Television is in the picture, too. Thousands of New Yorkers, for example, rise before dawn to catch New York University's "Sunrise Semester," a stiff and stimulating series of courses on WCBS-TV.

In California, San Bernardino Valley College has gone on radio. One night a week, members of more than seventy-five discussion groups gather in private homes and turn on their sets. For a half hour, they listen to a program such as "Great Men and Great Issues" or "The Ways of Mankind," a study of anthropology.

When the program is over (it is then 8:30), the living-room discussions start. People talk, argue, raise questions—and learn. One thousand of them are hard at it, all over the San Bernardino Valley area.

Then, at ten o'clock, they turn on the radio again. A panel of experts is on. Members of the discussion groups pick up their phones and ask questions about the night's topic. The panel gives its answers over the air.

Says one participant, "I learned that people who once seemed dull, uninteresting, and pedestrian had exciting things to say if I would keep my mouth shut and let them say it."

When it thinks of community services, American higher education does not limit itself to its own back yard.

Behind the new agricultural chemistry building at the University of the Philippines stand bare concrete columns which support nothing. The jungle has grown up around their bases. But you can still see the remains of buildings which once housed one of the most distinguished agricultural schools in the Far East, the university's College of Agriculture. When Filipinos returned to the campus after World War II, they found virtually nothing.

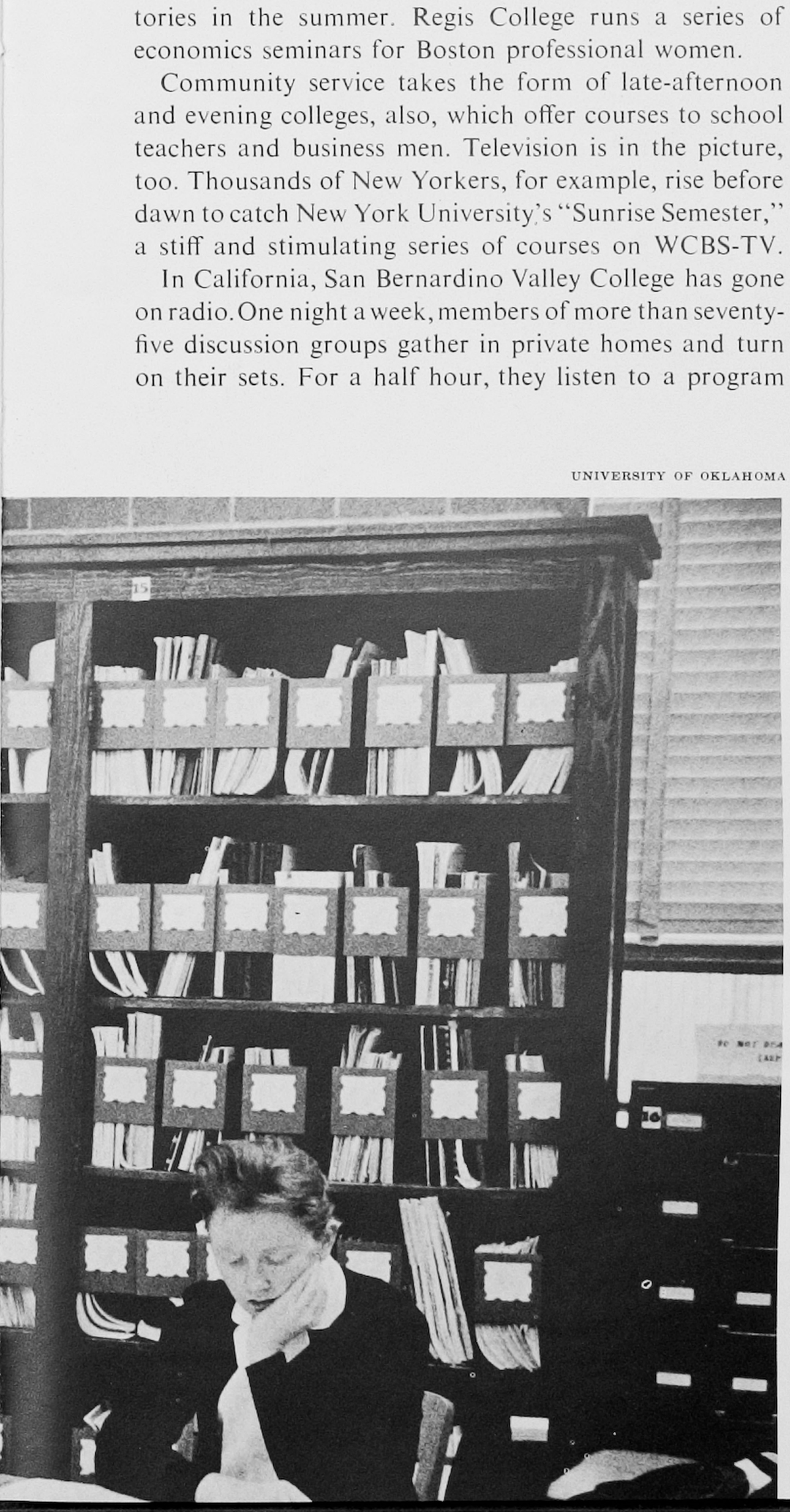
The needs of the Philippines' devastated lands for trained men were clear and immediate. The faculty began to put the broken pieces back together again, but it was plain that the rebuilding would take decades.

In 1952, Cornell University's New York State College of Agriculture formed a partnership with them. The objective: to help the Filipinos rebuild, not in a couple of generations, but in a few years. Twelve top faculty members from Cornell have spent a year or more as regular members of the staff. Filipinos have gone to New York to take part in programs there.

Now, Philippine agriculture has a new lease on life—and Filipinos say that the Cornell partnership should receive much of the credit. Farms are at last big enough to support their tenants. Weeds and insects are being brought under control. Grassland yields are up. And the college enrollment has leaped from little more than a hundred in 1945 to more than four thousand today.

In Peru, the North Carolina College of Agriculture and Engineering is helping to strengthen the country's agricultural research; North Carolina State College is

UNIVERSITY OF OKLAHOMA



IN ADDITION to teaching and conducting research, America's colleges and universities offer a wide range of community services. At the left are hundreds of curriculum materials available at one state university.

To stretch teaching resources without sacrificing (and, perhaps, even improving) their effectiveness, it is exploring such new techniques as microfilms, movies, and television. At Rensselaer Polytechnic Institute, in Troy, New York, the exploration is unusually intense.

RPI calls its concerted study "Project Reward." How good, Project Reward asks, are movies, audio-visual aids, closed-circuit television? How can we set up really effective demonstrations in our science courses? How much more effective, if at all, is a small class than a big one? Which is better: lecture or discussion groups? Says Roland H. Trathen, associate head of Rensselaer's department of mechanics and a leader in the Project Reward enterprise, when he is asked about the future, "If creative contributions to teaching are recognized and rewarded in the same manner as creative contributions to research, we have nothing to fear."

The showman in a good professor comes to the fore when he is offered that new but dangerous tool of communication, television. Like many gadgets, television can be used merely to grind out more degree-holders, or—in the hands of imaginative, dedicated teachers—it can be a powerful instrument for improvement.

Experiments with television are going on all over the place. A man at the University of Oregon, this spring, can teach a course simultaneously on his own campus and three others in the state, thanks to an electronic link. Pennsylvania State experimented with the medium for three years and discovered that in some cases the TV students did better than their counterparts who saw their instructors in the flesh.

The dangers in assembly-line education are real. But with new knowledge about how people actually learn—and new devices to *help* them learn—interesting possibilities appear.

Even so, some institutions may cling to time-worn notions about teaching until they are torn loose by the current of the age. Others may adulterate the quality of their product by rushing into short-cut schemes. The reader can hope that his college, at least, will use the new tools wisely: with courage yet with caution. Most of all, he can hope that it will not be forced into adopting them in desperation, because of poverty or its inability to hold good teachers, but from a position of confidence and strength.

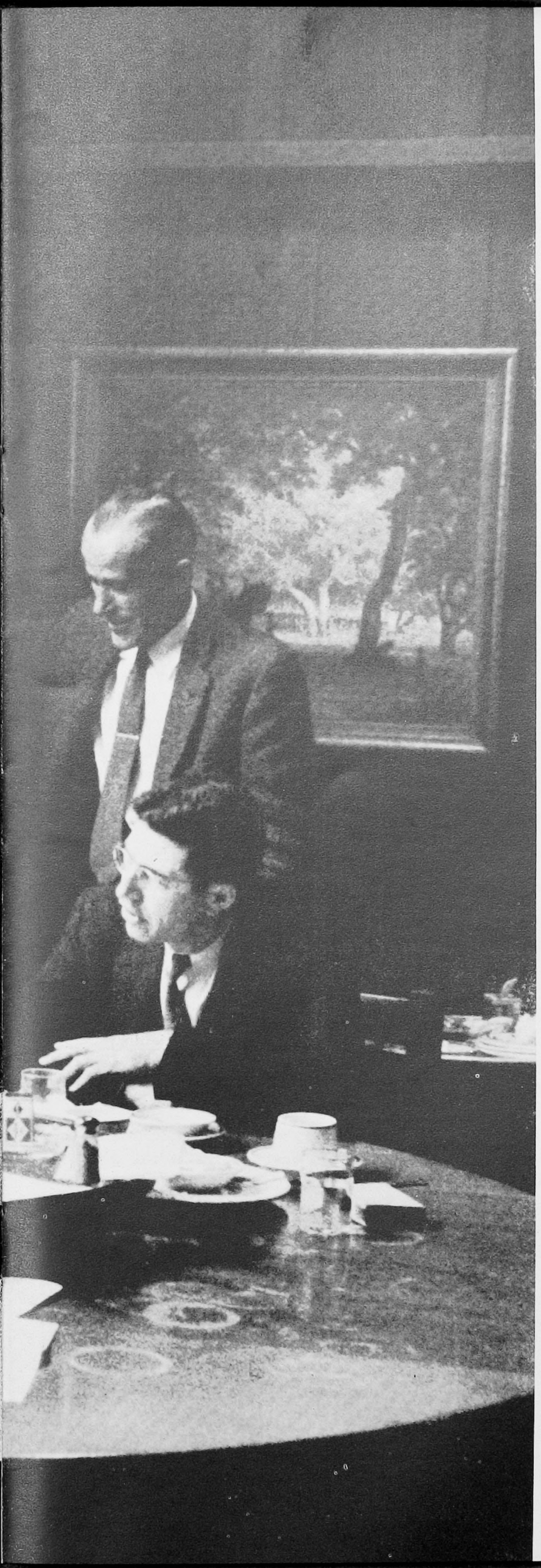
AMERICAN higher education does not limit itself to college campuses or the basic function of educating the young. It has assumed responsibility for direct, active, specific community service, also.

"Democracy's Growing Edge," the Teacher's College of the University of Nebraska calls one such service project. Its sponsors are convinced that one of the basic functions of local schools is to improve their communities, and they are working through the local boards of education in Nebraska towns to demonstrate it.

Consider Mullen (pop. 750), in northwest Nebraska's sandhills area, the only town in its cattle-ranching county. The nearest hospital is ninety miles away. Mullen needs its own clinic; one was started six years ago, only to bog down. Under the university's auspices, with Mullen's school board coordinating the project and the Teacher's College furnishing a full-time associate coordinator, the citizens went to work. Mullen now has its clinical facilities.

Or consider Syracuse, in the southeast corner of the state, a trading center for some three thousand persons. It is concerned about its future because its young people are migrating to neighboring Lincoln and Omaha; to hold them, Syracuse needs new industry and recreational facilities. Again, through the university's program, townspeople have taken action, voting for a power contract that will assure sufficient electricity to attract industry and provide opportunities for youth.

Many other institutions currently are offering a variety



UNIVERSITY OF CALIFORNIA

NONE of its services can function effectively unless higher education remains free. Freedom to pursue knowledge is the strongest attraction of college and university teaching.

helping to develop Peruvian research in textiles; and the University of North Carolina co-operates in a program of technical assistance in sanitary engineering. In Liberia, Prairie View A. and M. College of Texas (the Negro college of the Texas A. and M. system) is working with the Booker Washington Agricultural and Industrial Institute to expand vocational education. Syracuse University is producing audio-visual aids for the Middle East, particularly Iran. The University of Tennessee is providing home-economics specialists to assist in training similar specialists in India. The University of Oregon is working with Nepal in establishing an educational system where none existed before (only eleven persons in the entire country of 8.5 million had had any professional training in education). Harvard is providing technical advice and assistance to Latin American countries in developing and maintaining nutrition programs.

THUS emerges a picture of American higher education, 1958. Its diversity, its hope that it can handle large numbers of students without losing sight of quality in the process, its willingness to extend its services far beyond its classrooms and even its home towns: all these things are true of America's colleges and universities today. They can be seen.

But not as visible, like a subsurface flaw in the earth's apparently solid crust, lie some facts that may alter the landscape considerably. Not enough young people, for instance, are currently working their way through the long process of preparation to become college and university teachers. Others, who had already embarked on faculty careers, are leaving the profession. Scholars and teachers are becoming one of the American economy's scarcest commodities.

Salary scales, as described earlier in this article, are largely responsible for the scarcity, but not entirely.

Three faculty members at the University of Oklahoma sat around a table not long ago and tried to explain why they are staying where they are. All are young. All are brilliant men who have turned down lucrative jobs in business or industry. All have been offered higher-paying posts at other universities.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

EVERYWHERE—in business, government, the professions, the arts—college graduates are in demand. Thus society pays tribute to the college teacher.
It relies upon him today as never before.

"It's the atmosphere, call it the teaching climate, that keeps me here," said one.

"Teachers want to know they are appreciated, that their ideas have a chance," said another. "I suppose you might say we like being a part of our institution, not members of a manpower pool."

"Oklahoma has made a real effort to provide an opportunity for our opinions to count," said the third. "Our advice may be asked on anything from hiring a new professor to suggesting salary increases."

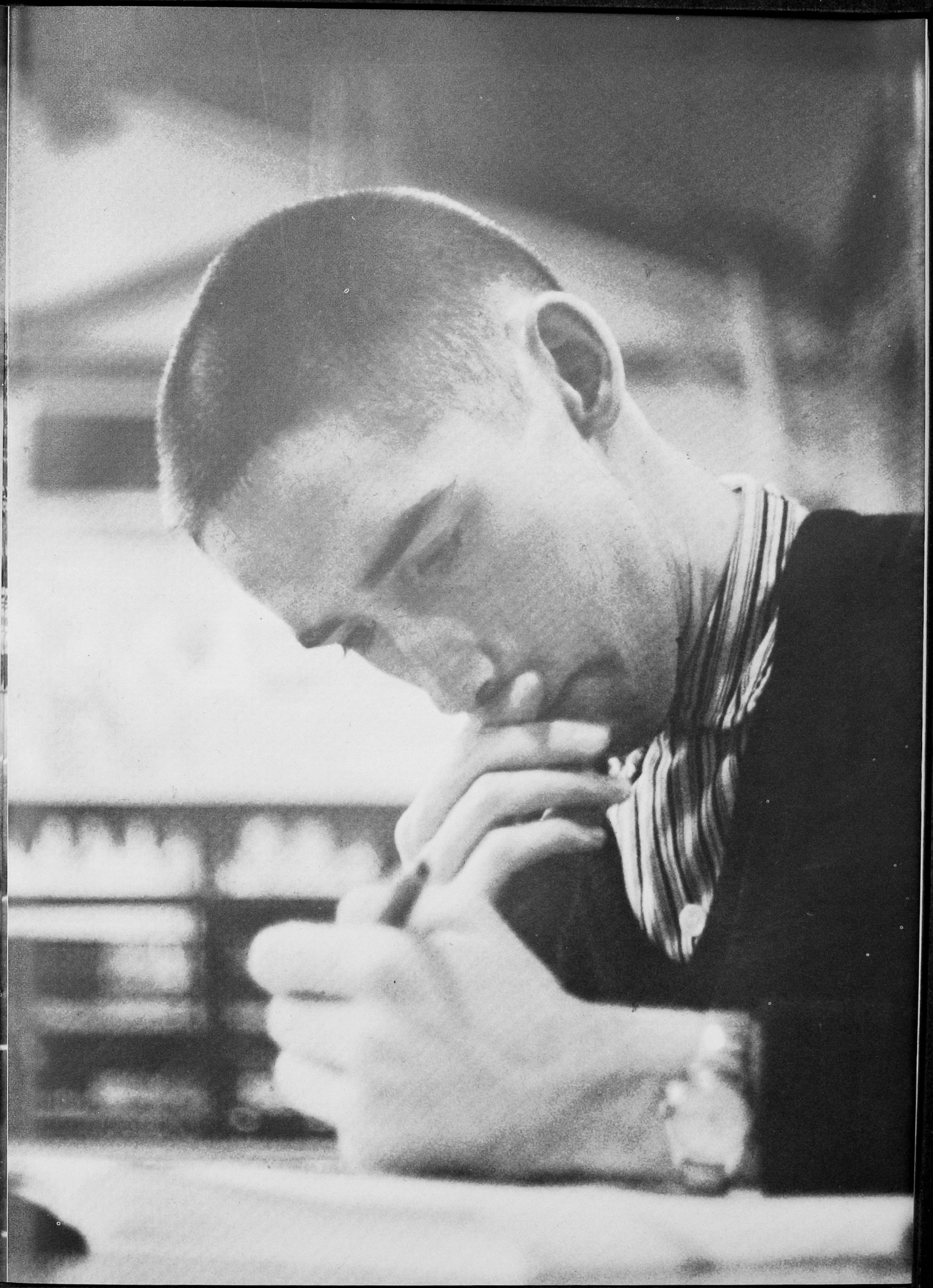
The University of Oklahoma, like many other institutions but *un*like many more, has a self-governing faculty. "The by-products of the university government," says Oklahoma's Professor Cortez A. M. Ewing, "may prove to be its most important feature. In spite of untoward conditions—heavy teaching loads, low salaries, and marginal physical and laboratory resources, to mention a few—the spirit of co-operation is exceeded only by the dedication of the faculty."

The professor worth his title *must* be free. He must be free to explore and probe and investigate. He must be free to pursue the truth, wherever the chase may take him. This, if the bread-and-butter necessities of salary scales can be met, is and will always be the great attraction of college and university teaching. We must take care that nothing be allowed to diminish it.

GONE is the old caricature of the absent-minded, impractical academician. The image of the college professor has changed, just as the image of the college boy and the college alumnus has changed. If fifty years ago a college graduate had to apologize for his education and even conceal it as he entered the business world, he does so no longer. Today society demands the educated man. Thus society gives its indirect respect to the man who taught him, and links a new reliance with that respect.

It is more than need which warrants this esteem and reliance. The professor is aware of his world and travels to its coldest, remotest corners to learn more about it. Nor does he overlook the pressing matters at the very edge of his campus. He takes part in the International Geophysical Year's study of the universe; he attacks the cancer in the human body and the human spirit; he nourishes the art of living more readily than the art of killing; he is the frontiersman everywhere. He builds and masters the most modern of tools from the cyclotron to the mechanical brain. He remembers the artist and the philosopher above the clamor of the machine.

The professor still has the color that his students recall,



and he still gets his applause in the spring at the end of an inspiring semester or at the end of a dedicated career. But today there is a difference. It is on him that the nation depends more than ever. On him the free world relies—just as the enslaved world does, too.

DR. SELMAN A. WAKSMAN of Rutgers was not interested in a specific, useful topic. Rather, he was fascinated by the organisms that live in a spadeful of dirt.

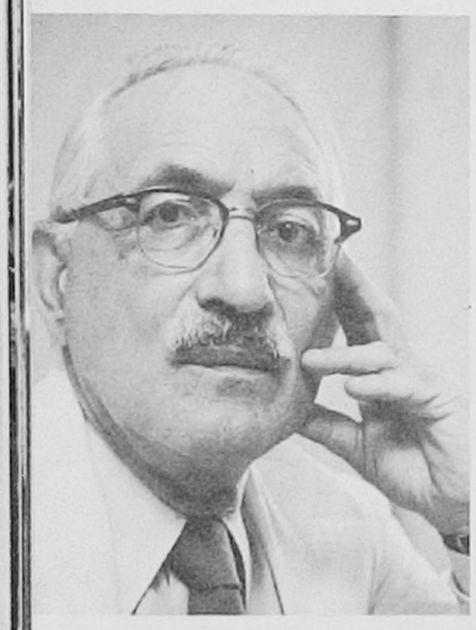
A Russian emigrant, born in a thatched house in Priluka, ninety miles from the civilization of Kiev, he came to the United States at the age of seventeen and enrolled in Rutgers. Early in his undergraduate career he became interested in the fundamental aspects of living systems. And, as a student of the College of Agriculture, he looked to the soil. For his senior project he dug a number of trenches on the college farm and took soil samples in order to count the different colonies of bacteria.

But when he examined the samples under his microscope, Waksman saw some strange colonies, different from either bacteria or fungi. One of his professors said they were only "higher bacteria." Another, however, identified them as little-known organisms usually called actinomyces.

Waksman was graduated in 1915. As a research assistant in soil bacteriology, he began working toward a master's degree. But he soon began to devote more and more time to soil fungi and the strange actinomyces. He was forever testing soils, isolating cultures, transferring cultures, examining cultures, weighing, analyzing.

Studying for his Ph.D. at the University of California, he made one finding that interested him particularly. Several groups of microbes appeared to live in harmony, while others fed on their fellows or otherwise inhibited their growth. In 1918 Waksman returned to Rutgers as a microbiologist, to continue his research and teaching.

RUTGERS UNIVERSITY



SOME research by faculty members strikes people as "pointless." It was one such pointless project that led Dr. Selman A. Waksman (*left*) to find streptomycin. Good basic research is a continuing need.

OHIO STATE UNIVERSITY

BAYLOR UNIVERSITY

In 1923 one of his pupils, Rene Dubos, isolated tyrothricin and demonstrated that chemical substances from microbes found in the soil can kill disease-producing germs. In 1932 Waksman studied the fate of tuberculosis bacteria in the soil. In 1937 he published three papers on antagonistic relations among soil micro-organisms. He needed only a nudge to make him turn all his attention to what he was later to call "antibiotics."

The war provided that nudge. Waksman organized his laboratory staff for the campaign. He soon decided to focus on the organisms he had first met as an undergraduate almost thirty years before, the actinomyces. The first antibiotic substance to be isolated was called actinomycin, but it was so toxic that it could have no clinical application; other antibiotics turned out to be the same. It was not until the summer of 1943 that the breakthrough came.

One day a soil sample from a heavily manured field was brought into the laboratory. The workers processed it as they had processed thousands of others before. But this culture showed remarkable antagonism to disease-producing bacteria. It was a strain—*streptomyces griseus*—that Waksman had puzzled over as a student. Clinical tests proved its effectiveness against some forms of pneumonia, gonorrhea, dysentery, whooping cough, syphilis, and, most spectacularly, TB.

Streptomycin went into production quickly. Along with the many other antibiotics that came from the soil, it was labeled a "miracle drug." Waksman received the Nobel Prize and the heartfelt praise of millions throughout the world.

In a sense, discoveries like Dr. Waksman's are accidents; they are unplanned and unprogrammed. They emerge from scholarly activity which, judged by appearances or practical yardsticks, is aimless. But mankind has had enough experience with such accidents to have learned, by now, that "pure research"—the pursuit of knowledge for the sake of knowledge alone—is its best assurance that accidents will continue to happen. When Chicago's still-active Emeritus Professor Herman Schlesinger got curious about the chemical linkage in a rare and explosive gas called diobrane, he took the first steps toward tne development of a new kind of jet and rocket fuel—accidentally. When scientists at Harvard worked on the fractionization of blood, they were accidentally making possible the development of a substitute for whole blood which was so desperately needed in World War II.

But what about the University of Texas's Humanities Research Center, set up to integrate experiments in linguistics, criticism, and other fields? Or the Missouri expedition to Cyprus which excavated an Early-Bronze-

TO FIND the most promising young people of America and then provide them with exceptional educational opportunities: that is the challenge. Above, medical school professors vote on a candidate.

Age site at Episkopi three years ago and is planning to go back again this year? Or the research on folk ballads at the University of Arkansas? In an age of ICBM's, what is the value of this work?

If there is more to human destiny than easing our toils or enriching our pocketbooks, then such work is important. Whatever adds to man's knowledge will inevitably add to his stature, as well. To make sure that higher education can keep providing the opportunities for such research is one of 1958 man's best guarantees that human life will not sink to meaninglessness.

ALFRED NORTH WHITEHEAD once said, "In the conditions of modern life, the rule is absolute: the race which does not value trained intelligence is doomed."

In recent months, the American people have begun to re-learn the truth of Whitehead's statement. For years the nation has taken trained intelligence for granted—or, worse, sometimes shown contempt for it, or denied the conditions under which trained intelligence might flourish. That millions are now recognizing the mistake—and recognizing it before it is too late—is fortunate.

Knowing how to solve the problem, however, and knowing how to provide the *means* for solution, is more difficult.

But again America is fortunate. There is, among us, a group who not only have been ahead of the general public in recognizing the problem but who also have the understanding and the power, *now*, to solve it. That group is the college alumni and alumnae.

Years ago Dr. Hu Shih, the scholar who was then Chinese ambassador to the United States, said America's greatest contribution to education was its revolutionary concept of the alumnus: its concept of the former student as an understanding, responsible partner and champion.

Today, this partner and champion of American higher education has an opportunity for service unparalleled in our history. He recognizes, better than anyone, the essential truth in the statement to which millions, finally, now subscribe: that upon higher education depends, in large part, our society's physical and intellectual survival. He recognizes, better than anyone else, the truth in the statement that the race can attain even loftier goals ahead, by strengthening our system of higher education in all its parts. As an alumnus—first by understanding, and then by exercising his leadership—he holds within his own grasp the means of doing so.

Rarely has one group in our society—indeed, every member of the group—had the opportunity and the ability for such high service.

EDUCATION of high quality for as many as are qualified for it has been a cherished American dream. Today we are too close to realizing that dream not to intensify our striving for it.

with our FACULTY

By Professor **John G. Bowker,** *Dean of the Faculty*

I HAVE just been reading an early proof of the American Higher Education Report featured in this issue of the *News Letter*, and I am out of breath! Most of the statistical facts it reveals have appeared elsewhere in the press of recent months, but I have not seen such a vivid, condensed description of the full impact of numbers on the daily academic order of things. Naturally we consider each "item" in the light of our Middlebury program.

Dr. Stratton has been pointing out for several years that our students bear too small a proportion of the actual cost of their education and that realistically every student is subsidized by an underpaid faculty. It is reassuring to note that increased tuitions are closing the gap and that significant upward revisions of faculty salaries have already been made, with more to come. Never has Middlebury been served by a more dedicated and competent faculty. And never was it more important that we hold our share of these fine scholars and be able to attract others as needed.

The report points out the danger that many unusually capable students will be lost in the masses. Fortunately at Middlebury our numbers cannot increase, and this danger is not a real one to us. In addition our Faculty Educational Policy Committee expects to propose a plan to the faculty, possibly next month, which will provide much more opportunity for individual honors work by competent students during the senior year. Deans List students have just been granted the privilege of unlimited cuts which will enable the better students of all classes to use their time to the full. Although freshmen are normally confined to a prescribed set of courses, all students are privileged to move up a peg in any department where their performance at the assigned level indicates greater competence. Our faculty is alert to spot unusual talent and recommend such promotions; every effort is made to encourage the more able students. On the other hand, and as stated by Dean Waggoner of Kansas College of Liberal Arts and Sciences, we too have had a faculty committee which has devoted much time in recent years to the problems of marginal students, but recent faculty rulings regarding probations and dismissals have been designed to remove at an early stage the student who seems unable to profit academically from his Middlebury experience. After every opportunity to recover one's status has been granted, such people must be asked to leave to provide space for others.

Middlebury's faculty is composed fundamentally of teachers, and our teaching loads seldom allow time for research. But, as frequently reported on this page, a surprising amount of writing and research is always in progress. At least four foundation-supported projects employing the attention of faculty and students of the science division are now in operation on the campus.

Because we are aware of the importance of an understanding of and insight into cultures of the "Non-Western World," Middlebury is joining the fourteen other colleges in the State of Vermont in an effort to obtain financial support for a statewide program in Eastern Civilizations. We envision the use of mechancial aids such as tape recorders, slide projectors, and close-circuit television to enable three scholars in Eastern cultures to teach courses at all of the colleges, lecturing alternately in person and by means of mechanical devices on each campus. Our offerings in Asian Studies now include courses in (1) the History and Theory of Eastern Art, (2) Far Eastern History, (3) Governments and Politics of the Far East and Southeast Asia, and (4) Geography of Asia, Africa, and the Australian Region. Additional offerings under the program described above might make possible an area study major. I am not concerned with the risks of complacency at Middlebury. Administration and faculty were never more alert to their responsibilities directly ahead.

Faculty recipients of duPont Awards for summer research and study during 1958 are Professor Hoag (contemporary civilization), Associate Professor Perkins (English), and Assistant Professors Cubeta (English) and Reynolds (history). Many strong and worthy projects were proposed. The problem of selecting the winners was so difficult that Dr. Stratton allocated additional funds to the duPont Grant so that the opportunity could go to four faculty members instead of the usual three. The Chemistry Department has again been awarded $2500 by the duPont Company to continue the research projects in which all members of the chemistry faculty have participated. A complete description and report on the summer study activities will appear on this page next winter.

Dr. Pardon Tillinghast (*history*) has just been awarded a generous fellowship by the Church So-

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Stalemate in Washington

By Jack Steele, '36

One of the highlights of a successful Annual New York Area Alumni Reunion Dinner at the Columbia University Club in New York City on April 19th was a talk by Jack Steele, '36, Pulitzer Prize-winning Journalist. He is the Washington Correspondent of the Scripps-Howard chain of newspapers and is seen from time to time on such national television presentations as "Meet the Press," "Face the Nation" etc. Following is an abstract of Mr. Steele's talk.

Since World War II tremendous efforts have been made to get the Federal Government to inaugurate a broad and permanent program of aid to education. Year after year these efforts by educators, teachers and parents have come to nought.

This Federal aid for education drive received an unexpected transfusion a few months ago when the Soviet shot the first earth satellite into space. As a symbol of Russia's phenomenal progress in scientific education, the sputnik focused the attention even of Congress on the inadequacies and shortcomings of American schools at all levels.

But prospects still are not bright for Congress to enact a meaningful aid to education bill this year. What most aid for education advocates really want is legislation to shift some of the huge and growing cost of schools and colleges to the Federal Government and thus to all taxpayers. Obviously Congress is not anxious to do this. If it passes any education bill at all this year it is likely to be the wrong kind—something like the proposal to give tax relief to parents of college students, which would have lots of political appeal but little educational value.

As a newspaperman who keeps a jaundiced eye on events and trends in Washington, I am sometimes asked: "Why is Congress willing to vote so many billions for foreign aid and almost everything else under the sun, and so little for education?"

It is easy enough to catalog all the forces and cross-currents which have blocked aid to education bills. They have been caught in civil rights battles, chopped to pieces by the economy bloc, and sidetracked by Congressmen who insist that Federal aid means Federal control of the schools—even though this fear never before has stopped them from dipping into the Federal pork barrel.

But there is a more fundamental reason why Federal aid for education—as well as most other proposals which call for any departure from traditional or accepted Government policies—have been stymied.

For Washington has been immobilized by a political stalemate for the last dozen years. This deadlock has grown so strong that the 1950's may go down in history as the "do-nothing decade." It has become so unbreakable that it is fairly safe to forecast that the fate of any controversial program or project will be death.

The Democrats would like to fix all the blame for this on a "do-nothing" President. And they can muster plenty of evidence that Mr. Eisenhower hasn't put up much of a fight for even his "middle-of-the-road" program—including his Administration's aid for education bills.

But the current stalemate in Washington isn't a matter of partisan politics. Democratic leaders of Congress also have made their full share of contributions to the "era of compromise" which started before Mr. Eisenhower moved into the White House.

Under Senator Lyndon Johnson and Speaker Sam Rayburn, Congress has ceased to function as a national forum in which great public issues are debated and voted up or down. The back-stage maneuverings of these Texans insure that every controversial issue is compromised or watered down until it is stripped of meaning before it is permitted to come to a vote in the Senate or House. Otherwise, it is either quietly shelved or sidetracked amid a noisy and confusing babel.

In all fairness, neither a Republican President nor Democratic Congressional leaders are entirely to blame for this impasse.

The truth is that both major parties are so deeply split that neither can hold its ranks in a real battle. Each party is afraid to get into a fight for fear it will be cut down from behind by its own deserters. And neither party has held a big enough majority in Congress to exercise effective control.

The split in the Democratic party cannot be explained away as a mere north-south rift over civil rights. Southern conservatives and Northern liberals—and these shopworn labels still have meaning—are so far apart on most issues that the Democratic party can function only by compromise. It can present a picture of party harmony to the public only by pretending there are no real issues.

The divided Democrats [*Continued on page* 66]

ciety for College Work which will enable him to attend the six-week Summer School in Theology and Religion for college and University teachers to be held at the Episcopal Theological School, Cambridge, Massachusetts. Professor Tillinghast will be one of twenty-five participants in a program of discussion, study, and writing under the direction of several outstanding professors of theology.

Dr. Robert M. Chute (*biology*) has been granted an appropriation from the United States Public Health service for research on "Experimental Trichinosis in Hibernating Hosts." Professor Chute and his assistants will attempt to determine the progress of trichinosis during periods of low body temperatures such as would be present in a hibernating animal. Hamsters will be used in the experiments. Bob did research on the trichinella spiralis, which causes the disease, while working on his doctorate at Johns Hopkins University. In his current project he also plans to accumulate data on the actual mechanism of hibernation, a subject receiving attention in connection with other diseases. Dr. Chute will spend his next two summer vacation periods on this research.

The announcement of Dr. Reynolds' appointment as Dean of Men, effective July 1, has been acclaimed by faculty, administration, and students, but I feel sure that others will share my disappointment that an excellent teacher is obliged to relinquish some of his classroom contacts. With Professor Merriman's acceptance of the post of Dean of Freshman Men, (*see page 5*) an equally popular appointment, it would appear that the reordering of responsibilities in Old Chapel may have been at the expense of the classroom. Actually the situation is less unfortunate, for both deans will continue to teach part time. And Dr. Thurber, present Acting Dean of Men and Assistant Professor of Political Science, will return to full-time teaching in the fall, as will Mr. Handy, Director of Admissions for Men and former instructor in English.

Dr. Berger's new composition, "Short Symphony," is being presented by a music symposium group at the University of Redlands in California late in March. The symphony was selected for one of eight prizes in a national contest and gives further evidence to the widespread attention our music department is drawing, through Professor Berger's modern compositions and Dr. Alan Carter's work with symphonic groups.

Assistant Professor Fernand Marty was honored recently by Audio Devices, Inc. of New York for advanced ideas on the uses of sound recording equipment in the teaching of languages. At a formal presentation ceremony here at the College, M. Marty was presented with considerable equipment for his laboratory and a certificate which cited his "outstanding ability and readiness to enrich the educational experiences of students through the application of modern sound recording materials." Professor Marty, a member of the French department faculty since 1947, is largely responsible for the success of our unique language instruction center in Hillcrest Hall.

Mr. James Wilson, Instructor in Political Science, has compiled a river regulation report on public administration of New York's water resources as a result of his work last summer on the Black River Basin area. "Water resources have become a matter of great concern to New York State," says Wilson, "their Water Power and Control Commission is a strong central authority for regulation. Vermont is indeed fortunate that its water problems are less critical."

Professor Arthur Healy was at Mt. Holyoke College early in February to preside at a reception in his honor at the opening of the exhibit of his water colors at the Dwight Art Memorial. These scenes from Italy were paintings done by Arthur when he visited Italy in 1954-55. Complementing the exhibit were numerous Etruscan relics lent by Professor Valentine Giamatti of the Mt. Holyoke faculty.

Mr. Peter Walton is again on leave this semester, and **Mr. Sergio Bugnolo** is substituting. Bugnolo has Fine Arts degrees from the University of Chicago and Indiana University and is an accomplished painter. **Professor Guarnaccia** and family have returned from Spain and Italy. Sam's "double header" course in Italian this semester has attracted unusual attention. **Professor Alan Carter** has resumed his duties in the Music Department after sabbatical leave.

Professor Wissler will be teaching again this next summer at the Institute for Physics Teachers at Wesleyan University. This is one of the many refresher institutes in science sponsored by the National Science Foundation. **Miss Mary Lick** chairman of the department of physical education for women, has been elected chairman of the Vermont Board of Women's Sports Officials. **Dr. David K. Smith,** '42, (*economics*) was elected Trustee of the Village of Middlebury at the annual meeting in February, succeeding **Professor Emeritus Waldo Heinrichs,** who had [*Continued on page 66*]

following the LIVES of Middlebury men and women

1896

Alumni Fund Chairman: **William T. Barnard,** 34 Mettowee St., Granville, N. Y.

Dr. James E. Goodman celebrated his eighty-sixth birthday on Dec. 17 at his new home at 1307 16th St., West, in Bradenton, Fla.

1910

Class Secretaries: **E. Bruce Hallett,** 2 Hickory Dr., Maplewood, N. J. **Gwendolyn Morris Barnes,** Proctor, Vt. *Alumni Fund Chairmen:* **Harold D. Leach, Goldia Monroe Leach,** Pawlet, Vt.

Paul Ross is an accountant with the Armstrong Engineering Corporation in Los Angeles, Calif. and is living at 8676-C Evergreen Ave. in South Gate, Calif. **Edith Atwood Davis** (Mrs. Ralph E.) has retired from active teaching in the department of Psychology at the College of Idaho and is living at 2305 Oliver Ave., So., Minneapolis 5, Minn.

1913

Class Secretaries: **William F. Pollard,** 38 Oakland Ave., Needham 92, Mass. **Wilma Corey Bardwell,** 65 Main St., Hatfield, Mass. *Alumni Fund Chairmen:* **Moses G. Hubbard, Phyllis Hopkins Hubbard,** 16 Jordan Rd., New Hartford, N. Y.

Russell Hallock has retired as president of Farmers' Commission House, Inc. and is now living at 1025 Whitfield Ave. in Sarasota, Fla.

1919

Class Secretaries: **Henry D. Carle,** 30 Appian Way, Keene, N. H. **Louetta Haynes Bickford,** 7 Oak St., Grafton, Mass. *Alumni Fund Chairmen:* **Henry D. Carle. Eleanor Layton Miesse,** 9 Oweno Rd., Mahwah, N. J.

Ruth Cann writes that she has been asked to stay on for another two years at the U. S. Embassy in Santiago, Chile and as she likes Santiago and the Chileans very much she is pleased to remain; on February 1 she came home for a vacation of two months.

1920

Class Secretaries: **Frederick H. Carpenter,** 5301 No. Delaware St., Indianapolis 5, Ind. **Buena Anderson Breen,** R. R. 2, Windsor, Vt. *Alumni Fund Chairmen:* **Frederick H. Carpenter. Mary E. Bliss,** 634 Washington St., Holliston, Mass.

Dr. Philip Locklin is spending the second semester of this year on sabbatical leave in New Zealand and Australia inquiring into the Transport Policy of these countries; he was accompanied by his wife, the former **Anne Littlefield,** '22.

1921

Class Secretaries: **Sam P. Davis,** Phoenix Mutual Life Ins. Co., 60 E. 42nd St., New York 17, N. Y. **Ruth Ashworth Wright,** Middlebury Inn, Middlebury, Vt. *Alumni Fund Chairmen:* **Linwood B. Law,** 529 Norwood Ave., Buffalo, N. Y. **Carletta Ottman Haugh,** 25 LeMay St., W. Hartford 7, Conn.

Linwood Law and his wife spent a week in New York in November attending the sessions of the National Foreign Trade Convention and also the meetings of the National Association of World Trade Secretaries of which Mr. Law was elected vice-president and director.

1922

Class Secretaries: **Leighton T. Wade,** Exchange Bank Bldg., Olean, N. Y. **Julia Sullivan,** 737 Cooke St., Waterbury, Conn. *Alumni Fund Chairmen:* **Albert F. Gollnick,** 1570 Oak Ave., Evanston, Ill. **Lila Winchester Doe,** 65 Maple St., Franklin, Mass.

Aroline Sargent has retired from active teaching after thirty-one years as a teacher of English and assistant to the librarian at Central High School in Paterson, N. J.; she is living at 702 E. 27th St. in Paterson.

1923

Class Secretaries: **Dr. Allen D. Bliss,** 100 Devonshire Rd., Waban 68, Mass. **Mae Thorpe Walsh,** Brandon, Vt. *Alumni Fund Chairmen:* **Dr. Allen D. Bliss. Barbara Browning Hunter,** 180 Eton Rd., Longmeadow, Mass.

Dr. A. M. Roscoe is assistant medical director of the Placer County Hospital in Auburn, Calif.

1926

Class Secretaries: **Harry J. Frank,** 39 Neptune Ave., W. Springfield, Mass. **Helen Woodworth Gwin,** 72 Frederick Lane, Glendale 22, Mo. *Alumni Fund Chairmen:* **Calvin Farnsworth,** Prescott St., Sterling Junction, Mass. **Ada Winchester Chromec,** 47 Poplar St., Springfield, Vt.

Lt. Col. John J. Wilson is a student at the Claremont (Calif.) Graduate School and is living at 147 So. College Ave. in Claremont. **Earl Samson** is now sales manager for Clark Metal Products Company of Fairfield, Conn. **Dr. Edward S. Hickcox** became pastor of the North Congregational Church in Woodbury, Conn. in February. The **Rev. Reginald Eastman** is president of the Gloucester (Va.) Public Library Board.

1927

Class Secretaries: **Willard Whitney,** 577 Stowe Ave., Baldwin 21, N. Y. **Madolyn Derrick Heald,** 39 Washburn Ave., Greenfield, Mass. *Alumni Fund Chairmen:* **Foster R. Clement,** 382 Bedford Rd., Chappaqua, N. Y. **Pauline Cross Whitney,** 76 Monadnock Rd., Worcester, Mass.

Foster Clement was named a vice-president of the Chase Manhattan Bank of New York in January.

1928

Class Secretaries: **Frederick O. Whittemore,** Dorset Inn, Dorset, Vt. **Dorothy Abel,** 114 Davis Ave., Brookline 46, Mass. *Alumni Fund Chairmen:* **N. J. Blanchette,** 16 Fairmead, Dobbs Ferry, N. Y. **Zella Cole Hibbert,** Kelly's Green, New Canaan, Conn.

Donald Lindsley is now inspector of customs for the U. S. Bureau of Customs in Montreal; his address is: 106 Bannister Ave., Pointe Claire, Que., Canada. **Eva Marshall Douglas** (Mrs. Elmer) and her husband are on leave of absence from mission work and are living in Hartford, Conn. where their youngest son is completing his high school education; Mrs. Douglas is teaching French and Latin in Glastonbury (Conn.) High School and her husband is teaching Arabic and Islamic at Hartford Seminary.

1929

Class Secretaries: **Richard A. Lobban,** Woodside Dr., Milbrook, Greenwich, Conn. **Margaret Harworth Shuttleworth,** 545 Sunset Dr., No., Minneapolis 27, Minn. *Alumni Fund Chairmen:* **J. Malcolm Williams,** 3 Main St., Poultney, Vt. **Doris Collins Wedemann,** 314 Hamilton Rd., Ridgewood, N. J.

David Howe was elected president of the National Association of World Trade Secretaries at their meeting in New York City in November. **Dr. Emeline Freeborn Leiser** is a biochemist in the Sinai Hospital of Detroit, Mich. and is living at 17540 Whitcomb, Detroit 35. **Ada Felch** is head of the division of Home Economics and acting Dean of Women at the State University of New York Agricultural and Technical

with the Middlebury ALUMNAE CLUBS

▶ **The New Haven Bridgeport Club** had a "launching meeting" in March with Alice Perine, '47, Alumnae Secretary, as speaker. The meeting was held at the home of Mrs. Laura Smith Whitworth, '40, Cedar Hill Road, Bridgeport. Various committees were set up and officers, to be announced later, were elected. Catherine Van Aken Smith, '47, was in charge of planning the meeting.

▶ The newly formed **Minneapolis Club** had a fall meeting at the home of Mrs. Margaret H. Shuttleworth, '29. Refreshments were provided by Mrs. Shuttleworth and Mrs. Dorothy Nash Brailey, '19, National President, spoke to the group concerning the College and what other clubs are doing. Barbara Wetzel, '41, reports further that Mrs. Shuttleworth has offered her home again in the spring for a luncheon meeting.

▶ Some interest was expressed in the **Springfield, Vt.** area for the forming of a club. Sally Peek Glowa, '50, and Elizabeth Dunning Jones, '39, worked with the help of Mrs. Dorothy Nash Brailey, '19, to have an Alumnae Tea at the home of Mrs. Jones. Mrs. Brailey spoke on the role of Alumnae Clubs and the projects which they undertake. Mrs. Alice N. Perine, '47, Alumnae Secretary, then spoke on the present College and reviewed some of the changes that have taken place over the years. The group voted to have Mrs. Sally Glowa and Mrs. Elizabeth Jones act as the heads to set up the basic structure of the group.

▶ The **Alumnae Association of New Jersey:** A nominating committee composed of Peggy Ferry Morris, '43, chairman, Jane Giblin Langey, '42, and Lillian Ranquist Emory, '25, submitted the following slate of officers to the three New Jersey Alumnae Clubs for nomination at their January meetings: for President, Janet Lang Krumm, '41; for Vice President, Dorothea Mathison Scott, '37; and for Secretary and Treasurer, Elizabeth Jones White, '51. Elections will be held at the spring meetings. Dean Elizabeth Kelly will be the guest speaker at the spring meetings of the Clubs.

▶ The **Dean Ross Chapter and the Morris and Essex Club** held a joint meeting at the home of Margaret Scherholz Delfausse, '37, at 125 Central Avenue in Madison on April 9.

▶ The **Northern New Jersey Club** met in Allendale at the home of Carolyn Carlton Hentz, '50, 7 Powell Road, April 10th.

The Coffee Hour which was held at Altman's in Short Hills on February 11, under the joint sponsorship of the Dean Ross Chapter and the Morris and Essex Club, was popular and donations to the Eleanor S. Ross Scholarship Fund totalled $213.00.

The Scotch Auction held by the Northern New Jersey Club on January 16, at the home of Catherine Allen Leslie, '38, Ramsey, raised $75.00 for the Scholarship Fund.

▶ The **Cleveland Club** has had a good year with its Candle Sale and has decided to have it again as its project for next year. The Club gave a generous contribution to the Ross Fund from the proceeds this year. Muriel Lamppert, '47, announced that the group hopes to retain enough money to keep an inventory of candles on hand and thus be able to send more money to the College in the future.

▶ The **Long Island Club** had as its speaker Mrs. Alice Perine, '47, Alumnae Secretary, at a meeting on March 6. Mrs. Perine brought the group up to date on the changes and happenings at Middlebury. President Nancy Weale McGuire, '48, presided and a covered dish supper was held at her home in Huntington before the meeting.

▶ **Burlington (Vt.) Club** had as its speaker, Dr. Howard Munford, '34, Professor of American Literature at the March 13 meeting. The Club with the assistance of Phelps Swett, '34, had Alumni as well as Alumnae present. This group has cut down the number of meetings to five. They invited Alumni and husbands to three of the meetings. Alumni moving to the Burlington area are welcomed to join the group.

▶ **The Alumnae Club of Hartford, Conn.** held its January meeting at the home of Mrs. Kai T. Mauritzen (Miriam Cutler, '17), West Hartford. Grace Shailer, '42 and Eleanor Parkman, '15, were in charge of refreshments. Members enjoyed a talk on investments given by M. Wayne Furtney, a securities analyst and well known to radio and TV listeners in this area. Judith Phinney Stearns, '56, was in charge of preliminary arrangements for securing the speaker. Judy is vice president of the Club for this year and handles all the newspaper publicity preceding the meetings.

On March 8 the Hartford Inter-College Forum of which the Alumnae Club of Hartford is one of twelve member college alumnae groups, present the fourth annual luncheon and program titled: "Creating New Communities." Mrs. Mark J. Crehan (Gertrude Parsons, '28) represented the Club as Treasurer of the Forum this year. The Moderator for the Forum was Mrs. John G. Lee, National President, The League of Women Voters. The Panel consisted of Mr. Horace Brown, Planning Engineer, Connecticut Development Commission, Honorable Richard C. Lee, Mayor, City of New Haven, Mr. Geoffrey Baker, Research Associate, Graduate Program in City-Planning, Yale University, and Miss Jacqueline Tyrrwhit, Assistant Professor of City-Planning, Graduate School of Design, Harvard University.

The Club is also a member of the Women's Alumnae Club Council of Hartford which consists of the Presidents of forty-three alumnae clubs and meets twice each year to coordinate programs, discuss problems and money-making projects. Our President, Mrs. Elmer W. Selnau (Lois Brigham, '47) served as Treasurer of the Council this year.

The March meeting was a Silent Auction at the home of Esther Langwill, '23, Hartford. Mrs. John J. Gerard (Evelyn Poppel, '36) and the Club Officers combined their efforts to make this fund-raising project a real success.

▶ **Worcester County Alumnae Club** held its annual Pot Luck Supper at the home of Harriet Douglas Seelye, '33 on November 6. Doris Ryan Pitcher, '37, Marian Hook Nyberg, '36, and Marian Wishart Packard, '37, made up the committee in charge. Plans for the sale of peanut brittle and mints to raise money for the Scholarship Fund were discussed. Anne F. Smith, '06, and Eunice W. Smith, '11, offered to house the candy and to dispense it to members.

On February 4, at a meeting in the home of Jean Sutherland, '49, Marcia Allen, '52, presided in the absence of the president, Connie Sherman, '53. An announcement was made by Treasurer Sue Smith, '52, that returns from the sale of peanut brittle will again enable the Club to award a scholarship to a deserving Middlebury [*Continued on page* 67]

Geoffrey) is living on R. D. 1, Dauphin, Pa.; her husband is a resident in surgery at the Polyclinic Hospital in Harrisburg, Pa.; she has a family of three, Alan who is five and one half years old, Linda, three and a half, and Barbara, one and a half. Assistant Professor **Douglas H. Mendel, Jr.,** Department of Political Science at the University of California (Los Angeles) spent the second half of 1957 on sabbatical leave in Japan. Dr. Mendel conducted public opinion research on Japanese defense and foreign policy problems under a grant from the Committee on Comparative Politics of the Social Science Research Council. He interviewed almost 100 Japanese former military leaders; visited current defense bases; and supervised both local and national interview surveys with 2000 Japanese voters.

Dr. Mendel returned from Tokyo by air through Southeast Asia, the Middle East, and Europe, studying aspects of Japanese relations with nations visited on the two-month return trip. He resumed teaching at UCLA where he has given courses on Japanese affairs for over three years and participated in community education through articles in the Los Angeles TIMES and frequent public lectures."

1943

Class Secretaries: **Russell P. Dale,** 168 Maple Rd., Longmeadow, Mass. **Carol Hartman Smith,** Chipman Heights, Middlebury, Vt. *Alumni Fund Chairmen:* **Kenneth Aldrich,** 17 Marble St., Brandon, Vt. **Margaret Dounce Dale,** 168 Maple Rd., Longmeadow, Mass.

J. Kedric Thayer was named assistant director of advertising and sales promotion for the State Mutual Life Assurance Company in December.

1945

Class Secretaries: **Dr. Elam Hitchner, Ann Robinson Hitchner,** 710 Lippincott Ave., Moorestown, N. J. *Alumni Fund Chairmen:* **Robin Willits,** 176 Benvenue St., Wellesley, Mass. **Barbara Blair Furlow,** 3831 Rodman St., N. W., Washington, D. C.

Ruth Taylor Ullrich, widow of Frederick Ullrich, of 291-B Elmwood Ave., Maplewood, N. J., married Leslie S. Wilcoxson, Jr. of Ridgewood, N. J. on Christmas Eve; Mr. Wilcoxson is a graduate of Rensselaer Polytechnic Institute and is with the International Nickel Company as a metallurgist; Ruth was managing editor of her home town newspaper the "Maplewood-So. Orange News Record" before her marriage; the couple are living at the Elmwood Ave. address.

1946

Class Secretaries: **William R. Niederauer,** 19 Mowbray Pl., Bayshore, N. Y. **Elizabeth Hurd Wyant,** 126 W. Semple Rd., Williamsburg, Va. *Alumni Fund Chairmen:* **Theodore E. Guglin,** 439 Wegman Rd., Rochester, N. Y. **Katherine M. Craven,** 11 Fenno Rd., Newton Centre 59, Mass.

John Middlebrook is an engineer with the M. W. Kellogg Company in New York City; he is living at 4 Brooks Circle in Stamford, Conn. **Gladys Swift** is public relations director in the Pennsylvania division of the American Cancer Society. **Jeanne Picard Johnson** (Mrs. Arthur W.) is secretary to the Director of Industrial Engineering of the Western Printing and Lithographing Company in Poughkeepsie, N. Y. and living at 115 Vassar Rd. in Poughkeepsie.

1947

Class Secretaries: **Ray Sacher,** 21180 Detroit Rd., Rocky River 16, O. **Muriel Mack Lamppert,** 5293 Big Creek Pkwy., Apt. 9, Parma 29, O. *Alumni Fund Chairmen:* **Carolyn Leach DeWitt,** 8 E. 96th St., New York 28, N. Y.

James Hummer received his Ph. D. degree from the University of North Carolina in June 1956 and since that time has been an instructor in Chemistry at the College of Wooster (O.); in July he will leave for Australia where he has accepted a research fellowship at the University of Sydney.

1948

Class Secretaries: **Frank S. Williamson, Jr.,** 7 No. Park St., Hanover, N. H. **Barbara Harvan Mack,** 2293 Hill Rd., Westfield, N. J. *Alumni Fund Chairmen:* **Seabury T. Short, Jr.,** 137 Atlantic Ave., Marblehead, Mass. **Elizabeth Reid Buzby,** 23 Lynn Rd., Port Washington, N. Y.

David E. Smith received a Master of Arts degree from the University of Minnesota in December. **Ulysses Mocas** is a salesman for All State Insurance in Glendora, Calif. **Mary Harper** is a kindergarten teacher in the San Leandro Unified School District and is living at 6395-A Dana St., Oakland 9, Calif. **Eleutheria Constant** is teaching eighth grade and music at the Amuay Refinery School in Venezuela, S. A. **Livia Remmler Rosman** (Mrs. Richard) is an instructor in German in the Chicago branch of the University of Illinois. **Robert Kellogg** is guidance counselor at Yorktown (N.Y.) High School; he and his wife, **Marya Steele,** are living on Granite Springs Rd. in Yorktown.

1949

Class Secretaries: **Gordon C. Perine,** 123 So. Main St., Middlebury, Vt., **Ellen Taussig,** 1196 Broadway, San Francisco 9, Calif. *Alumni Fund Chairmen:* **Henry Caswell,** 292 So. Prospect St., Burlington, Vt. **Eleanor M. Blanc,** Chatsworth Gardens, Larchmont, N. Y.

Richard Hoffman was transferred last September to the southern office of Reeves Brothers and he is now a cost engineer, working with the Reeves' plants in No. Carolina, So. Carolina, and Georgia. **Henry Caswell** is a salesman for the Northern Oil Company in Burlington, Vt. **Thomas Metcalf** has been made counselor for the Junior class at Punahou School in Honolulu, Hawaii; he and his wife have moved to 7 Slade Dr. in Honolulu. The **Rev. Wayne Austin,** minister of Fairlawn Methodist Church in Shrewsbury, Mass., assumed his duties on November 1 as chaplain of The Memorial Hospital in Worcester; Mr. Austin will continue as minister of the Shrewsbury church. **Gedeon Lacroix** is superintendent of industrial relations for the Shenango Finance Company; he has bought a new home at 469 Carley Ave. in Sharon, Pa. **Douglas Armstrong** is working for his Ph. D. degree in Spanish and teaching at the University of Michigan; address: 3501 Edgewood, Pittsfield Village, Ann Arbor, Mich. **Theodore Fairbanks** is with the American Viscose Corporation; he and his wife, **Agatha Young,** are living in Marcus Hook, Pa. **Howard Boone** was married on June 25, 1955 to Miss Ann Bernard, a graduate of the University of Washington in 1954 and they now have a daughter, Tracey Whitlock, who was born on May 26, 1957. **James Barlow** has established a geological firm, Barlow, Hammond, and Haun with offices in Casper, Wyo., Billings, Mont., and Denver, Colo. **Merton Stevens** was married in 1956 to Miss Dorothea Wyllie and they now have a son, Paul. **James Coursey** is an elementary school guidance counselor in Baltimore County, Md.; he received his M. A. degree in 1953 from Loyola College in Baltimore and is now doing part-time graduate work at the University of Maryland.

1950

Class Secretaries: **Corwin S. Elwell,** 22 Pleasant St., Essex Junction, Vt. **Sally Peek Glowa,** R. F. D. 1, Box 3, No. Springfield, Vt. *Alumni Fund Chairmen:* **George R. Dunning,** Barnleigh, Reading, Vt. **Sylvia Ellsworth Lamere,** Waterbury Center, Vt.

Samuel Donnellon is public relations associate for the Federal Telecommuni-

Institute in Cobleskill, N. Y.; Miss Felch is living at 13 Elm St. in Cobleskill.

1931

Class Secretaries: **W. Kenneth Cox,** Port Leyden, N. Y. **Ruth Barnard,** 417 W. Embargo St., Rome, N. Y. *Alumni Fund Chairmen:* **Samuel Abbott,** 11 Broadway, Plymouth, N. H. **Linnea Wall Parker,** 36 Meadowbrook Rd., W. Hartford, Conn.

Kenneth Parker, director of public relations at Trinity College, was appointed to the public relations committee of the Commission on Higher Education of the National Council of Churches of Christ in America.

1932

Class Secretaries: **William E. Horr,** 775 Fairacres Ave., Westfield, N. J. **Evelyn Benjamin Megathlin,** 115 Beechwood St., Cohasset, Mass. *Alumni Fund Chairmen:* **William E. Dorn,** 64 Dodds Ct., Burlington, Vt. **Eleanor Benjamin Clemens,** 36 Mill Lane, Hingham, Mass.

Robert Hall who has been assistant cashier of the National Bank of Westchester has been appointed manager of the Hawthorne, N. Y. branch of that bank.

1934

Class Secretaries: **G. Randolph Erskine,** 348 So. Main St., Wallingford, Conn. **Priscilla Hall Howes,** Ashfield, Mass. *Alumni Fund Cha rmen:* **Ralph H. Dumas,** 178 Webster Rd., Scarsdale, N. Y. **Winifred Bland,** 61 Sunderland Ave., Rutherford, N. J.

John Hurd is manufacturing co-ordinator in the research and advanced development division of the AVCO Manufacturing Corporation of Lawrence, Mass.; address: Otis Ave., R. F. D. 1, Salem Depot, N. H. **Kenneth Goodyear** is plant manager for Stowe-Woodward, Inc. in Newton Upper Falls, Mass.; address: R. F. D. Chelmsford, Mass.

1935

Class Secretaries: **Arnold LaForce,** Kennedy Rd., Mendham, N. J. **Natalie Dunsmoor,** 232 Bunker Hill Ave., Waterbury, Conn. *Alumni Fund Chairmen:* **Burton C. Holmes,** 2808 E. Broad St., Columbus, O. **Faith Arnold Diver,** 28 Stratton Ave., Middletown, N. Y.

Lucy Roberts is now with Kidder Peabody and Company, investment brokers, in Boston. **Charles Kuster** who is a chemical specialist with the Lycoming Division of AVCO Manufacturing Company in Stratford, Conn. is also an instructor of general college Chemistry at the night school in Bridgeport Engineering Institute. **Avis Fischer** is teaching French in the Frederick (Md.) High School and is living at 520 Grant Pl. in Frederick.

1938

Class Secretaries: **Allison S. Beebe,** 151 Highland St., Holden, Mass. **Monica Stevens,** 119 So. Main St., Middlebury, Vt. *Alumni Fund Chairmen:* **Raeburn Stiles,** 3911 Trimble Rd., Nashville 12, Tenn. **Jane Abbott Barry,** 33 Proctor St., Keene, N. H.

Nelson Camp who has been in charge of purchasing for the Chase Metal Works Division of Chase Brass and Copper Company for several years, has resigned his position with Chase to accept a position in the purchasing department of Kennecott Copper Corporation in New York City. **Claribel Nothnagle Spamer** (Mrs. Velmore) has completed graduate courses to qualify for elementary school and is teaching third grade and also a course in creative writing in Adult Education; she still continues to write for children; her last book is "Bible Plays for Juniors." **Elizabeth MacCulloch Mattox** (Mrs. Richard) and her family are now in Iran where her husband is an advisor to the Ministry of Health under the International Cooperation Administration program; their address is: USOM/Iran, A. P. O. 205, c/o P. M., New York, N. Y. **Jeannette Leavens Sigurdsen** (Mrs. Bjorn) is a secretary at Stromberg-Carlson Division of General Dynamics Corporation. **Arthur Gilbert** manages the technical division of the Foreign Relations Department at the duPont Company. **Frank Hobson** is Dean of Faculty at Dean Junior College and is living on Pine Ridge Dr. in Franklin, Mass. **Richard Soule** is district manager for the Massachusetts Mutual Life Insurance Company in Essex Junction, Vt. **Cecil Holmstrom** is employed by the U. S. Navy Bureau of Aeronautics as a section head in special techniques—anti-submarine warfare. His family now consists of two children, Lynn Marie, ten years of age, and Kenneth who is eight.

1939

Class Secretaries: **Joseph M. Trask, Jr., Margaret Ray Trask,** E. Nassau, N. Y. *Alumni Fund Chairmen:* **Robert V. Cushman,** 16 Edwards Rd., Portland, Conn. **Jeanette Olson Gould,** 58 Apple Tree Dr., Stamford, Conn.

Norman Smith was named comptroller of Loomis Institute and a member of the Institute board of trustees in January; Mr. Smith has been associated for thirteen years with the school as a faculty member and business manager; in his new position he will be in charge of fund raising and public relations activities at Loomis and Chaffee schools. **Roderick McDonald** was elected assistant secretary of the Springfield Fire and Marine Insurance Company in October. **Mary Ladd Hair** (Mrs. Howard) is teaching homemaking at Port Henry (N. Y.) High School. **Dorothy Wing Davenport** (Mrs. Merrell) is teaching fifth grade in Clinton, N. J.

1940

Class Secretaries: **Robert F. Pickard,** 59 Rector St., E. Greenwich, R. I. **Kathleen L. Brokaw,** 18 W. 8th St., Apt. 3-A, New York, N. Y. *Alumni Fund Chairmen:* **Loring W. Pratt,** 15 Western Ave., Fairfield, Me. **Betsy Barber Barney,** 209 Union Ave., Mamaroneck, N. Y.

Betty Anne Rosebaugh Lieb (Mrs. Frederick) is living at 106 Doster St. in Enterprise, Ala. and is a publication assistant for the U. S. government while her husband is in Korea flying H-21 helicopters. **Helen Doyle** is personnel director for Meyers Department Store in Greensboro, N. C. and is living at 1006 No. Elm St. in Greensboro.

1941

Class Secretaries: **H. Robert Van Gaasbeck,** 76 Oakwood Dr., Longmeadow, Mass. **Caroline Butts Dodge,** Arlington St., Newburyport, Mass. *Alumni Fund Chairmen:* **William Ferguson,** 12 Myrtle St., Milford, N. H. **Lois Dale Stewart,** 2917 Argyle Dr., Alexandria, Va.

Dr. Judd Hubert is associate professor in the French department at U. C. L. A. and is living at 10966 Strathmore Dr., Los Angeles 24, Calif.; last year he was a Fulbright Research Fellow in Paris, France and in the course of the year his second book was published. **Robert deVeer** was chosen by his company, The Provident Mutual Life Insurance Company, to attend an orientation school in the home office last November; twenty representatives chosen from eastern, southern, and central states, were in attendance. **Richard Treat** is advertising director of the Guy Gannett Publishing Company in Portland, Me.; he and his wife, **Mary Brehaut, '42,** have as an address: Box 182, Two Lights Rd., Cape Elizabeth, Me. **William Markland** is laboratory group leader for Revlon, Inc. in Bronx, N. Y.; he and his wife, **Bertha Waite, '39,** have moved to 48 Hawthorne Ave., Port Chester, N. Y.

1942

Class Secretaries: **Charles D. Morse,** Waterville Rd., Farmington, Conn. **Barbara York Linscott,** 485 Mammoth Rd., Manchester, N. H. *Alumni Fund Chairmen:* **Philip Rifenberg,** 122 Cooper St., Glens Falls, N. Y. **Elinor Dickie Rankin,** 372 Rutledge Ave., E. Orange, N. J.

Adelaide Barrett Corson (Mrs.

an organization with services in advertising, public relations, and marketing: Ann says that it is a thoroughly satisfying job for in her varied duties she has a chance to work with and learn all phases of the business which is growing and gaining prestige. **Kimberly Smith** is a sales correspondent for the Pollock Paper Corporation in Columbus, O.; he is living at 518 E. Town St., Town Terrace Apts., Apt. 105, Columbus 15. **Peter Marshall** who has been a personnel assistant with the Norton Company of Worcester, Mass. for the past one and a half years, has been promoted to supervisor of recruiting. **Phyllis Knapp** is working for a Master's degree in Religious Education at Union Theological Seminary and is living in McGiffert Hall, 99 Claremont Ave., New York 27, N. Y. **David Todd** is out of the service and is now a sales trainee with IBM in Cambridge, Mass.; he and his wife, **Nancy Hamilton,** are living at 16 Gibbons St. in Melrose, Mass. **Patricia McKenna Goedicke** (Mrs. Victor) who is taking courses at Ohio University this year towards her Master's degree had three poems published in the winter issue of "The Kenyon Review."

1954

Class Secretaries: **Lt. (j.g.) Jeremy B. Foss,** 2331 Cathedral Ave., N. W., Washington 8, D. C. **Maureen Kane Steinecke,** 2127 Guilford Rd., Apt. 302, Hyattsville, Md. *Alumni Fund Chairmen:* **James Ralph,** 333 Cedar St., New Haven, Conn. **Nancy Whittemore Nickerson,** 605 Sheridan Rd., Evanston, Ill.

The **Rev. David McCully** is assistant minister of the Methodist Church in Babylon, N. Y.; he is living at 16 Suydam Pl. in Babylon. **1st Lt. David M. Ross** is a jet flight instructor in the U. S. Marine Corps; his family consists of a daughter, Christina Drew, born July 17, 1956, and Teresa Lynn, born Sept. 5, 1957; they are living at 13552 Wake Ave. in Santa Ana, Calif. **Harold Leidholt** writes that he is attending the International Graduate School for English-speaking students at the University of Stockholm where he expects to specialize in economics; his plans were to leave Finland by boat on Dec. 26 and then to Leningrad and Moscow with New Year's Eve in Red Square; he is living at Ornbogatan 47, Bromma, Sweden. **Charles Hart** is a graduate student at Cornell University; he and his wife, **Dorothy Kimball,** are living at 144 Cornell Quarters, Cornell Univ., Ithaca, N. Y. **Paula Boesch** has won a duPont Teaching Fellowship and is still a graduate student at Cornell. **Karl Limbach** and his wife, **Lois Robinson,** are living at 3669 21st St., San Francisco, Calif.; Karl is working in California Research. **Judith McAvity** has been transferred by IBM from New York to Boston and is living at 29 Pinckney St. in Boston. **Karol Baldwin Vogel** (Mrs. John) is working as research technician at the University of North Carolina Medical School in the Department of Obstetrics and Gynecology. **Nancy Whittemore Nickerson** (Mrs. Robert) is working part-time in the office of graduate admissions at Northwestern Univ.; the Nickersons are living at 605 Sheridan Rd. in Evanston, Ill. where Nancy's husband is office manager of the Chicago branch office of Mason-Neelan Division of the Worthington Corp. **Joan Sleppin** who married Herbert Freeman on Nov. 14, 1955, now has a daughter, Nancy Ellen, born Dec. 31, 1957; the Freeman family are living at 11 Wooleys Lane in Great Neck, N. Y. **Nancy Dreher** is working for Hill and Knowlton, Inc. in New York City. **John Morgan** is an acturial assistant in the mathematical department of the State Mutual Life Assurance Company of America. **Priscilla Kelley** is working in a hospital laboratory in Stockholm, Sweden. **Barbara Brown** is now working in the promotion department of "Sports Illustrated" in New York City and living at 1044 Madison Ave. in New York.

1955

Class Secretaries: **Ensign Harold P. Higgins,** 18 Montgomery Lane, Norwich, Conn. **Nancy Walker,** 182 Beacon St., Boston, Mass. *Alumni Fund Chairmen:* **Bruce K. Byers,** 416 Cayuga Heights Rd., Ithaca, N. Y. **Priscilla Smart,** 2211 Rittenhouse Sq., Philadelphia, Pa.

John Briggs is a group sales trainee in the pension department of the Connecticut General Life Insurance Company in Bloomfield, Conn.; he is living at 308 Bushy Hill Rd. in Simsbury, Conn. **Barbara Blaha Farnsworth** (Mrs. Clyde) is assistant editor of the "Petroleum Week Magazine," published by McGraw-Hill Publishing Company in New York City. **Charles Craig** is in the training program of the Chase Manhattan Bank in New York City and is living at 15 Malvern Rd. in Stamford Conn. **Gerald Gross** has been appointed sports director for station WMAN in Mansfield, O.; in addition to handling a fifteen minute sports program, sponsored by the Shell Oil Company, Gross will handle all broadcasts of basketball, baseball, and football over WMAN; address: 551 Park Ave., W., Mansfield, O. **Sylvia Farmer** is an instructor in health and physical education at Hunter College High School and is living at 4 E. 95th St. in New York City. **Carol Van Duyn Terhune** (Mrs. Phillips) is a clerk-typist with the El Paso (Tex.) Natural Gas Company while her husband is in the Army; their address is: 2612 United Nations Ave., Apt. 3, El Paso. **William Burgess** has completed his tour of duty with the Army and is now working for the Monarch Life Insurance Company of Springfield, Mass. **Nancy Berkowitz** is teaching first grade in the B. Fenwick School in Dorchester, Mass. **Diana Austin** is a secretary with Reader's Digest in New York City. **Martha Morgan Fordyce** (Mrs. Hugh) is a library assistant in the Eugene (Ore.) Public Library and is living at 2302-12 Patterson Dr. in Eugene. **Edward Janeway** is a general reporter for the Worcester (Mass.) Telegram and Evening Gazette. **1st Lt. William Bry** is a pilot, stationed at the Plattsburg (N.Y.) Air Force Base and is living at 163 Oak St. in Plattsburgh. **Stuart Bacon** is working in the New York City branch of Graflex, Inc. **Lt. (j.g.) Donald Fredrickson** is a jet pilot in the Naval Air Corps attached to the carrier Lexington and is stationed in Alameda, Calif.

1956

Class Secretaries: **2nd Lt. Ronald C. Lawson,** 4837 Reservoir Rd., N. W., Washington, D. C., **Mary W. Gaines,** 27 Norway St., Longmeadow, Mass. *Alumni Fund Chairmen:* **Gerald W. Cobb,** 510 Boston Post Rd., Weston, Mass. **Janis Calderwood,** 103 Holmes Rd., Pittsfield, Mass.

John Chambers is on active duty with the Army for the next two years. **Helga Neuse Whitcomb** (Mrs. Richard) is living at 29 No. Main St. in Geneva, N. Y. where her husband is teaching French and German at Hobart College and she is doing some tutoring. **2nd Lt. David Sandstrom** is in the Army for two years; address: A Btry. 6th AFA Bn., Ft. Sill, Okla. **Margaret Proper Powell** (Mrs. John) is a suburban assistant buyer for B. Altman and Company of New York City. **Nicholas Holt** is studying at Berkley Divinity School in New Haven, Conn. and living at 8 Trumbull St. in New Haven. **William Fay** is an instructor in English at Fresno State College and is living at 1250 San Pablo Ave. in Fresno, Calif. **Abdu Sulaiman** is studying economics in the graduate school of Syracuse Univ. and

cation Laboratories in Nutley, N. J.; he is living at 8 Newfield St. in E. Orange, N. J. **Robert Rauner** is an economist in the logistics department of the Rand Corporation in Santa Monica, Calif. and is living at 1018 Grant St. in Santa Monica. **Richard Drown** is now counsel for the Canadian Pacific Railway. **Corwin Elwell,** village manager in Essex Junction, Vt., received the local Jaycee distinguished service award in January. **Stephanie Griffin** is teaching English in the Hampton (N. H.) Junior High School. **Capt. Barry Q. Walker** is a flight surgeon in the U. S. Air Force and is stationed at Pinecastle (Fla.) Air Force Base; his address is: 2114 Touraine Ave., Orlando, Fla.

1951

Class Secretaries and Alumni Fund Chairmen: **James D. Ross,** R. F. D. 1, Middlebury Vt. **Marilyn Murphy McInerney,** 933-C Cherry Lane, E. Lansing, Mich.

Karl Rannenberg is a hearing consultant with the Dahlberg Company, manufacturers of hearing aids; address: 43 So. 9th St., Minneapolis, Minn. **William Sommers** who was personnel director and administrative assistant to the city manager of Peoria Ill. has been appointed township manager of Bensalem Township, Pa. and took over his new duties in October; he is living at 629 Patterson in Croydon, Pa. **Joseph Meehan** has been appointed field group supervisor of group life insurance and pension sales in the Boston Agency of the Union Central Life Insurance Company. **Scott Buzby** is operations manager in Brazil for the Goodyear Tire and Rubber Company; address: Compania Goodyear da Brazil, Box 1424, Sao Paulo, Brazil. **Rupert Covey** has completed his work for his Ph. D. degree in Chemistry at the University of Michigan and is now employed as a research chemist at the Naugatuck Chemical Division of the U. S. Rubber Company in Naugatuck, Conn.; address: 159 Meadow St., Apt. 1, Naugatuck.

Polly Upson has been an occupational therapist at the Connecticut State Hospital in Middletown, Conn. for the past few months. **Gretchen Reger Mason** (Mrs. Haydn) is secretary to the Commander of the U. S. A. F. base in Croughton, Northamptonshire, England while her husband is doing graduate work at Jesus College, Oxford, toward his Ph. D. degree; they are living at 16 Victoria Rd., Summertown, Oxford, England. **Harold LeClair** is a medical service representative for Parke, Davis and Company of Cambridge, Mass.; he is living at 206 So. Main St. in Rutland, Vt. **William Whittemore** left the General Electric Company in the middle of February to accept a position with the Shell Oil Company in Venezuela where he will be working with IBM computors; the Shell Company is installing the IBM 709 and has hired seven computor experts to go to So. America for the preliminary ground work; the address for Bill and his wife, **Carol Cadmus, '52,** is c/o Compania Shell de Venezuela. Apartado 19, Maracaibo, Venezuela. **Joan Snell** since her graduation from Middlebury received her M. A. degree from Syracuse University, has spent a year in Australia on a Fulbright grant, been a research assistant at Dartmouth College, and last June went to work for the Quartermaster Research and Development Center in Natick, Mass. where she is a pioneer in the application of statistical techniques to the geography of the earth's surface; Joan is living at 36 No. Main St. in Natick.

1952

Class Secretaries: **William Trask,** Chipman Heights, Middlebury, Vt. **Marcia McIntire Allen,** 548 Lincoln St., Worcester, Mass. *Alumni Fund Chairmen:* **Dr. William Coy,** Presbyterian Hospital, 51 No. 39th St., Philadelphia, Pa. **Phyllis Mortimer Porter,** 15 Elm St., Windsor, Conn.

Cynthia Fuguet Shurtleff (Mrs. David B.) is production manager for Personnel Household, Inc. at 7525 39th N. E., Seattle 15, Wash. **Paul Faris** is pastor of the Community Church in Worley, Idaho. **Charles Lauer** is district manager for "To-day's Secretary" and "Business Education World," publications of the McGraw-Hill Publishing Co.; address: 520 No. Michigan Ave., Chicago, Ill. **Henry Draghi** is an engineer with the Centerless Products Company in Newark, N. J. and is living at 18 Conover Ct., Clifton, N. J. **David Brown** completed a training program last fall and is now a salesman for the Socony Mobil Oil Company in Chicago. **Dr. Robert Chandler** is now stationed in Germany as an Army dentist and captain; he has a two-year old daughter, Pamela Jill. **George Cheney** has accepted a job as development engineer with the Bryant Chucking Grinder Company in Springfield, Vt. and is living in Saxtons River. **Laurence Draper** is a research scientist in microbiology at the Argonne National Laboratory in Lemont, Ill.; he is living at 1219 E. Hyde Park Blvd., Chicago 15. **John Emerson** is an architectural draftsman with Samuel Glaser Associates in Boston. **William Hall** received his M. B. A. degree from Harvard last June and is now a production management trainee at the Goodyear Tire and Rubber Company in Akron, O.; he is living at 850 Graham Rd., Cuyahoga Falls, O. **Edward Kaplan** graduated from Brooklyn Law School in June and is presently associated with Knopf and Lamsen in general law practice in Newburgh, N. Y. **Charles Majer** graduated from the University of Virginia Law School last June and has joined the firm of Weaver and Glassie in Washington, D. C.; he and his wife, **Eleanor Wampler, '51,** have bought a home at 5309 Charlottesville Rd. in Springfield, Va. **Richard MacNair,** besides being a graduate student, is working as an assistant in the elementary organic and biochemistry undergraduate laboratories in Delaware; he is living at 176 E. Main St., Newark, Del. **Godfrey Morgan** is a Univac programmer for the New England Mutual Life Insurance Company in Boston. **James Olson** is a brokerage manager for the Orput-Kelty Portland Agency of the New England Mutual Life Insurance Company; he is living at 2015 N. W. Flanders St., Apt. 213, Portland 9, Ore. **Richard Ragle** is a teaching fellow at Dartmouth and is working for his Master's degree. **Merle Smith** is with the Mutual Life Insurance Company and is living at 772 Potomac Ave., Buffalo 9, N. Y. **Donald Beck** is a microbiologist on the fermentation research staff of Charles Pfizer and Company in Brooklyn, N. Y. **John Taylor** is municipal manager for the borough of Narberth, Pa. **Nathaniel Whiteside** is production assistant for the Northern Bank Note Company, manufacturers of securities, in Chicago. **1st Lt. John Lowman** is a Globemaster pilot with the U. S. Air Force; address: Box 1537, 32 ATS, McChord AFB, Wash.

1953

Class Secretaries: **Mr. John W. M. Clark,** 8700 Burning Tree Rd., Bethesda 14, Md. **Nana Dean Kennedy,** R. R. 2, Owensboro, Ky. *Alumni Fund Chairmen:* **Edward Hickcox, Jr.,** 17 Westview Ave., W. Hartford, Conn. **Peggy Koster Hersperger,** 355 Clinton Ave., Brooklyn, N. Y.

Ann Findley has been elected vice-president of the Greater Boston Young Republican Club; in March Ann had a vacation which she spent at St. Thomas in the Virgin Islands and in June began working for Spellman Associates, Inc.,

1948

Henry Kittredge to Miss **Ann M. Walthall,** Nov. 30; address: 7651 E. Lake Terr., Chicago 6, Ill.

Richard Rosman to Mrs. **Livia Remmler MacDonald,** July 26; address: 5521 So. Kimbark Ave., Chicago 37, Ill.

1952

Earl H. Gale, Jr. to Miss Jane S. Gordon, June 29; address: 84 Genessee St., New Hartford, N. Y.

Knight Washburn to Miss Mary Jane Reiner, Sept. 7.

1953

Peter A. Ehler to Miss Margaret M. McCarthy, Dec. 28.

Alfred M. Norton to Miss Jayne C. Guthrie, Nov. 23.

Paul Grimes, Jr. to Miss **Katherine Alexander,** Feb. 8.

1954

Robert F. Blomquist to Miss **Barbara L. Taylor,** Oct. 19; address: 1646 No. Prospect Ave., Apt. 201, Milwaukee 3, Wis.

1955

Joseph Tierney to Miss **Jeanette Clarvoe,** Dec. 7.

Clyde H. Farnsworth to Miss **Barbara Blaha,** Aug. 8; address: 21 Cassilis Ave., Bronxville, N. Y.

Lawrence H. Drake to Miss **Carlene Johnson,** Dec. 21; address: 40 Rivo Alto Canal, Long Beach, Calif.

John D. Halloran to Miss **Catherine W. Smith,** Dec. 28; address: 3424-A W. Highland Blvd., Milwaukee, Wis.

John E. Hill to Miss Jean Humble, Dec. 21.

Harold G. Locklin, Jr. to Miss Mildred E. Nelson, Dec. 28.

Peter F. Terry to Miss Doris A. Marsh, Feb. 16.

Jonathan Brand to Miss Monika Gerda Kromberg, Jan. 11.

Lt. (j.g.) Donald D. Fredrickson, Jr. to Miss Margaret Lynn Fouts, Univ. of Calif., '56, Nov. 9.

1956

John Powell to Miss **Margaret Proper,** Sept. 14; address: 313 W. 92nd St., New York, N. Y.

Richard Crum to Miss **Joan Newmarker,** Dec. 28.

David B. Clewley to Miss Adelle M. Smith, Dec. 21.

Lt. Philip Crawford to Mrs. **Kate Patch Esval,** Dec. 7; address: 416 Water St., Capitol Green, Dover, Del.

Burton E. Emory to Miss Ann Jobes, Oct. 4.

Ensign Richard Emmett to Miss Elizabeth Adelhelm.

Robert C. Woodbury to Miss **Martha P. Page,** Jan. 25.

Donald Swenor to Miss Edwena P. Brown, Feb. 8; address: 225 Poquonock St., Windsor, Conn.

1957

Robert M. Campbell, Jr. to Miss **Julia L. French,** Nov. 30.

William C. Breed to Miss Rebecca S. Sutter, Jan. 4.

William F. Albers to Miss **Stephanie Lewis,** Dec. 21; address: 110 First St., Scotia, N. Y.

Arthur Gensler to Miss **Drucilla Cortell,** Sept. 7; address: R. F. D. 1, Cayuga Heights, N. Y.

Peter E. Beckett to Miss **Gail Parsell,** Dec. 28; address: 49-D Matheson Rd., Camellia Apts., Columbus, Ga.

Lt. Charles T. Ludington, Jr. to Miss **H. Jane Ross,** Feb. 22.

Capt. Broadus Bailey to Miss **Elizabeth Mathewson,** Feb. 22; address: U. S. Army Element, Allied Forces Central Europe, A. P. O. 11, c/o P. M., New York, N. Y.

Births

1937

To Mr. and Mrs. Bernard Dyer (**Ruth van Sickle**), a son, Christopher John, Dec. 25.

1938

To **Mr. and Mrs. Nelson Camp** (**Polly Overton**), a son, William Mitchell.

To Mr. and Mrs. George Taylor (**Winifred Duffield**), a daughter, Sept. 20.

1939

To Mr. and Mrs. A. W. Veronneau (**Marjorie Marsh**), a daughter, Joy, Dec. 10.

To Mr. and Mrs. Norman Anderson (**Irene Fernandez**), a son, Kirk Christian, Dec. 7.

1940

To Mr. and Mrs. Manning O. Cox (**Irene Pak**), a son, David Christopher, Feb. 15, 1957; address: 10 Candlewood Rd., Trumbull, Conn.

1941

To **Mr. and Mrs. Malcolm Freiberg,** a daughter, Sarah Alice, Feb. 18.

1942

To Mr. and Mrs. Wayne N. Fitzpatrick (**Hope Barton**), a son, Richard Douglas, Sept. 7.

1943

To Mr. and Mrs. David Hildebrandt (**Helen Bouck**), a daughter, Gretchen Marie, Dec. 8.

1945

To Mr. and Mrs. Albert C. Paiva (**Mary-Jean Snook**), a son, Andrew Charles, Aug. 9.

1946

To Mr. and Mrs. Charles J. Ewels (**Barbara Flink**), a daughter, Barbara Anne, Nov. 23.

To Mr. and Mrs. John T. Carpenter (**Cornelia Smith**), a son, Scott Donald, Jan. 5.

1948

To Mr. and Mrs. Alfred E. Terry, Jr. (**Louise Planck**), a son, Alfred Edwin, Dec. 17.

1949

To **Mr. and Mrs. Donald Maddock** (**Jeannette Abbott, '48**), a son, Peter, Dec. 28.

To **Mr. and Mrs. Richard Hoffman,** a son, Bryan Richard, July 23.

To **Mr. and Mrs. John Valentine,** a daughter, Anne.

To **Mr. and Mrs. John W. Rumbold** a daughter, Ann Barker, Apr. 11.

To **Dr. and Mrs. Philip Deane,** a son, Douglas Mitchell, Nov. 22.

To **Mr. and Mrs. Robert Boucher** (**Barbara McLaren, '50**), a daughter, Elizabeth Donaldson, May 15, 1957.

To **Mr. and Mrs. Charles James,** a son, Donald Gregory, Mar. 16, 1957.

To **Mr. and Mrs. Henry W. Caswell,** a son, Stephen Wright, Jan. 24.

To **Mr. and Mrs. Edwin Kania,** a son, Edwin, Jr., July 7.

To **Mr. and Mrs. Douglas Armstrong,** a daughter, Sara Gordon, Jan. 12.

To **Mr. and Mrs. Charles Puksta,** a son, Stephen.

expects to finish in June. **Matthew Baker** is a physicist in the Army and is designing optical equipment for guided missile research at White Sands Proving Ground; he and his wife, **Mildred Duncan,** are living at 1712 No. Main in Las Cruces, N. M. **Frank Cook** is teaching English, Economics, and American History at Oliver Wolcott Technical High School in Torrington, Conn.; his family now consists of three children, Lesley, four, Alden, two, and Hilary Beth, three months. **Roger Gilman** is married to Shirley Jewett of Waterbury, Vt. and is attending Norwich University; he will graduate in June with a B. S. degree in Civil Engineering. **Vernon Gray** studied geography at the University of British Columbia last summer and spent six weeks this fall traveling in Germany, Austria, Switzerland, and Italy; at present he is a cadet at the Coast Guard Academy in New London, Conn. **Jay Harris** is a junior at Penn State, studying mechanical engineering. **Kimball Mann** has returned from Ft. Bliss, Tex. where he took guided missile training and is now assistant manager of the J. E. Mann Company in Brattleboro, Vt. **2nd Lt. Thomas Woolsey** has been taking officers' course at Ft. Dix, N. J. and his wife, **Lois Guernsey, '57,** is an assistant secretary for the Thomas and Betts Company in Elizabeth, N. J. **Terence Edgar** is a graduate student in Geology at Florida State University and is living at 921 W. Park Ave., Tallahassee, Fla. **2nd Lt. John Snell** is in the Army and is stationed in La Rochelle, France; address: 28 General Hospital, A. P. O. 219, c/o P. M., New York, N. Y. **Kate Patch Crawford** (Mrs. Philip) is a secretary in the industrial relations division of the International Latex Corporation in Dover, Del. **Patricia Mullen Smith** (Mrs. Eliot) is working as a service representative for the Bell Telephone Company in Alexandria, Va. while her husband is stationed there in the Army. **William Hartnett** is a technical staff associate with the Radio-Corporation of America in Princeton, N. J. and is living at 164 Moore St. in Princeton. **Mary Thorne** is a receptionist with the L. C. Cole Advertising Agency in San Francisco and is living at 1831 Pacific Ave. in San Francisco. **Ronald O'Keefe** is a sales trainee with the Riegel Paper Corporation in New York City. **Tobey Shiverick** is a first lieutenant in the Marine Corps and is due for discharge in June; his wife, **Irene Moseley, '54,** is teaching sixth grade in Carlsbad, Calif.

Pfc. Pieter Van Schaick, RA 13-595 456, has completed his language training at the Presidio of Monterey; he and his wife, **Judith Holmes, '57,** have left for Germany where Pete will be stationed for the next two years; their address is: USASA, Europe (8620), A. P. O. 757, c/o P. M., New York, N. Y.

1957

Class Secretaries: **Merrill Mack,** 138 E. Pleasant St., Amherst, Mass. **Barbara Wilson Woolman,** c/o Wilson, 28 Jefferson Ave., Pitman, N. J. *Alumni Fund Chairmen:* **Peter Howell,** 231 W. 11th St., New York, N. Y. **Susan Lehman,** 26301 Hendon Rd., Beachwood Village, Cleveland 24, O.

Paul Orvis is a sales trainee with the Riegel Paper Company in New York City and is living at 48-35 43rd St., Woodside 77, N. Y. **Patricia Timpson** is working in headquarters administration office of Warner-Lambert Pharmaceutical Company in Morris Plains, N. J. **Ann Eckels** writes, "I am learning so much about rockets and satellites and what it really takes to launch a satellite. I've also been helping on the tracking for the Soviet satellites. At these times I'd be receiving incoming tracking data and picking out which was really substantial and usable by the computing center and sending it on down to them. I do math problems, too. I love Washington. Five of us are living together at 2936 Macomb St., N. W., Washington, in a whole house that we've rented. We have all the luxuries of life including a dishwasher, piano, furnished rec. room, fireplace, to name just a few. Three of us are '57 grads. The other two are **Jane Matarese** and **Alice Armstrong.**" **Carol Stone** is doing secretarial work at the Harvard University Press and is living at 1368 Commonwealth Ave. in Boston. **Geraldine Raymond Custer** (Mrs. Robert) is teaching English History, and Latin in the Woodward School for Girls in Quincy, Mass. and is living at 888 Massachusetts Ave., Cambridge 39, Mass. **Diane Hildebrand** is a social case worker for the Department of Welfare in Plainfield, N. J. **Lawrence Curtis** is a student at the Pacific School of Religion and is living at 1798 Scenic Ave. in Berkeley 9, Calif. **Jane Ross** is a media research analyst with Compton Advertising, Inc. in New York City and is also studying part-time in the department of Education at Columbia Teachers College. **Drucilla Cortell Gensler** (Mrs. Arthur) is a secretary in Child Development Research, Home Economics Department, at Cornell University. **R. Bradley Nichols** has completed his training program with the Armstrong Cork Company and is now sales engineer for them with most of the northwestern part of the United States as his territory; he and his wife, **Maxine Vought,** are living at 5416 W. 72nd St., Prairie Village 15, Kan

Robert R. Burington recently completed the Officers Candidate School at Fort Benning, Georgia and was commissioned a Second Lieutenant in the Army.

Mary-Ellen Bushnell Baker (Mrs. Ellis) is assistant librarian in the Circulation Department at Smith College. **Susan Lawrence** is a student at Boston School of Occupational Therapy and is living at 323 Commonwealth Ave. in Boston. **Martha Davenport** is attending the Tobe-Coburn School for Fashion Retailing in New York City and is living at the Studio Club, 210 E. 77th St. **Catherine Rock** has entered the Doubleday and Company training program. **Diane Masterton** is with the Child Welfare Department and is working in the Burlington, Vt. area.

Marriages

1939

Howard F. Hair to Mrs. **Mary Ladd Dezendorf,** Aug. 1957; address: Westport, N. Y.

1942

Thor E. Wood to Miss **Ann N. Curtis,** Jan. 25.

until her retirement a year ago. Along with her professional practice Dr. Poole also lectured extensively on health.

In 1904 she married Chester Poole who died in 1943.

Dr. Poole was a member of Pi Beta Phi sorority.

She is survived by a son, Dr. Alan Matheson, three daughters, Rachel, Middlebury, '27, Clara, and Virginia.

George N. Bailey, '08

Word has been received in the Alumni Office of the death of George N. Bailey on Nov. 15, 1953. He was born in Wells River, Vt. on Oct. 26, 1886.

After his graduation from Middlebury Mr. Bailey attended Worcester Polytechnic Institute and received a degree in electrical engineering from there in 1913. He was a consulting engineer with the New England Power Company.

In 1924 he married Dorothy Heseltine.

Mr. Bailey was a member of Delta Upsilon fraternity.

Dr. Melbourne J. Pond, '10

Dr. Melbourne Pond died on December 24 at the age of sixty-nine.

After receiving his degree from Middlebury, he taught Greek and Hebrew at Northern University in Ada, O. for one year and then attended Rush Medical College in Chicago from which he received his M. D. degree in 1915. Dr. Pond had also studied at Harvard Medical School, New York University, and the University of Paris. In World War I, he was a captain in the Medical Corps.

Dr. Pond has been affiliated with Harbor Hospital, Detroit, Mich., Kingston Ave. Hospital, Brooklyn, N. Y., Stickler Hospital, Kirksville, Mo., and at the time of his death was resident physician in ophthalmology at Fordham Hospital.

He is survived by a brother, Samuel.

George S. Fowler, '13

George Fowler died on November 19 at the age of sixty-nine years.

He attended Middlebury from 1909-10.

Dr. Robert H. Hill, '14

Word has been received in the Alumni Office of the death on last June 14 of Dr. Robert H. Hill at the age of sixty-nine.

He taught in New York City Public Schools from 1915-19 and was a professional musician from 1914-26. Dr. Hill received his M. D. degree from Columbia University in 1926 and after interning at Newark City Hospital he opened an office for the practice of medicine in Newark, N. J.

He was a member of Alpha Sigma Phi fraternity.

In 1915 Dr. Hill married the former Marion Smith and they had a son, Rolland, and a daughter, Marion.

Edna M. Latham, '15

Edna Latham died on January 7 in Northfield, Vt. where she has lived most of her life. She was born in Barre, Vt. on November 4, 1890.

Miss Latham attended Middlebury for two years and then taught for a year in East Montpelier, Vt. From 1915–25 she was on the office staff of Nantanna Mills but in 1925 she became bookkeeper and assistant to the treasurer of the Vermont Hosiery and Machine Company in Northfield, a position she held until her retirement two years ago.

Miss Latham is survived by two sisters.

Mary Crane Willmarth, '15

Mary Crane Willmarth (Mrs. George) died suddenly at her home in Addison, Vt. on January 27. She was born in Bridport, Vt., Apr. 2, 1892.

After a year at Middlebury, Mrs. Willmarth studied at Pratt Institute. In 1917 she married George M. Willmarth.

She is survived by her husband and a daughter, Mrs. Ben Allen.

Harry W. Hyde, '17

Harry Hyde, sixty-five, died on January 9 while shoveling snow outside his home in Worcester, Mass.

Following his graduation from Middlebury Mr. Hyde was principal of a high school in Connecticut for a year and was then with the American Steel Company until 1926 when he became a member of the Police Department in Worcester, Mass. He served for seventeen years in the Traffic Division and four years in the Planning Division, a position he held until his recent retirement. In World War I he served with the Navy as a petty officer.

Mr. Hyde was a member of Chi Psi fraternity.

He is survived by his mother and a brother.

Gertrude Dratt Jeffrey, '17

Gertrude Dratt Jeffrey (Mrs. J. Milo) died on January 7 at sixty-three years of age.

After receiving her degree from Middlebury she taught in high schools in Vermont and New York and then at Green Mountain Junior College, Ferrum Junior College in Virginia and Dickinson Junior College in Williamsport, Pa. At the time of her death she was an instructor in mathematics at the University of Maine.

Mrs. Jeffrey received her M. A. degree from the University of Virginia in 1945. She was a member of Phi Beta Kappa.

She married J. Milo Jeffrey in 1919 and they had two sons, William and John.

Rev. Louis Greene, '18

The Rev. Louis Greene died on Jan. 27 in Lake Helen, Fla. at sixty-seven years of age.

He graduated from Middlebury, Bangor Theological Seminary, and was a graduate student at Oberlin College from 1936-38 where he received an M. S. T. degree. He was ordained in 1918 and served churches in Maine, Steubenville, O. before going to Cuyahoga Falls, O. where he was pastor of the First Congregational Church for nineteen years. During that time the membership of the church increased from four hundred to over twelve hundred. In 1954, because of ill health, he became pastor of a smaller church, the Pilgrim Congregational Church in San Antonio, Tex. Last September he accepted a call to the Lake Helen Congregational Church.

Mr. Greene published a novel, "The Shepherd of the East," and in collaboration with J. Sheldon Scott published the popular "Liturgy Cantata for Good Friday."

Mr. Greene is survived by his wife, the former Alice Costello, a son, the Rev. George Greene, Middlebury, '39, and a daughter, Mrs. Ruth Goodwin.

Charles Stanley Kinne, '20

C. Stanley Kinne died on Dec. 22 in Amityville, N. Y. at fifty-nine years of age.

He attended New York University School of Business Administration after graduating from Middlebury. Mr. Kinne worked for the New York Telephone Company, Bankers Trust Company, and Travelers Insurance Company, and since

1950

To **Mr. and Mrs. Daniel P. Baker (Frances Van Cleve, '48)**, a daughter, Jerri Ann, Dec. 6.

To Mr. and Mrs. George Mercado (**Eloise Carlton**), a son, Jonathan David, Jan. 2.

To **Mr. and Mrs. William Mehlback (Diane Brehm)**, a daughter, Katherine, Apr. 8, 1957.

To Mr. and Mrs. Robert J. Wilson (**Betty Cappers**), a daughter, Kathleen, Sept. 6, 1956; address: 932 So. Edison Ave., South Bend, Ind.

To **Mr. and Mrs. Homer Ellis (Margaret Donnelly)**, a daughter, Laura Buxton, Apr. 25, 1957.

To Mr. and Mrs. Harold Wilson (**Claire Dufault**), a son, Oliver Boyd, Aug. 25.

To Mr. and Mrs. Thomas Evans (**Joan Hallett**), a daughter, Catherine Joan, Apr. 5, 1957.

To Mr. and Mrs. Paul Nelson (**Barbara Parker**), a daughter, Laurie Margaret, Feb. 10, 1957.

To Mr. and Mrs. William Beebe (**Joan Ritter**), a son, Russell, Feb. 24, 1957.

To Mr. and Mrs. Peter Edmunds (**Nancy Lee Rose**), a daughter, Eugénie Marie, Sept. 6.

To **Mr. and Mrs. James Luke (Barbara Scanlon)**, a daughter, Elizabeth Stirling, Sept. 13.

To Mr. and Mrs. Thomas Hanson (**Jane Terpenning**), a daughter, Kari Jane, in Sept.

1951

To Mr. and Mrs. David W. Hay (**Charlotte Clark**), a daughter, Catherine Clark, Apr. 18, 1957.

To **Mr. and Mrs. Scott Buzby,** a daughter, Cynthia, in Nov.

To **Mr. and Mrs. Donald Reiland (Lesley Harper, '54)**, a daughter, Lise Williams, Oct. 30.

To **Mr. and Mrs. Victor Luke (Ann Hisey, '50)**, a daughter, Persis Dana, June 24, 1957.

To **Mr. and Mrs. Ralph Loveys (Persis Luke, '53)**, a son, Ralph, Jr., Jan. 8.

1952

To **Dr. and Mrs. James Cooley (Kathryn Allin, '54)**, a daughter, Susan Hale.

To **Mr. and Mrs. Richard Marlette (Sally Lane, '54)**, a son, Stephen Frederick, Sept. 14.

To **Mr. and Mrs. Thomas Gillam,** a daughter, Kathryn.

To **Mr. and Mrs. Paul Lincoln (Marianne Folke, '51)**, a daughter.

To **Mr. and Mrs. Richard Day,** a son, Richard, Jr.

To **Mr. and Mrs. John Foley,** a daughter, Susan Marie, in July.

To **Mr. and Mrs. Ronald Prinn (Barbara Pike, '51)**, a daughter, Sally Kathleen, in Mar. 1957.

To **Mr. and Mrs. David Paulson,** a daughter, Julie Anne, Jan. 19, 1957; address: Lovely St., Canton, Conn.

To **Mr. and Mrs. Charles Ratte,** a daughter, Lisa.

To **Mr. and Mrs. Robert Stalker,** a daughter, Robin Gayle.

To **Mr. and Mrs. George Wedge (Margaret Nasmith)**, a daughter, Louise Elizabeth, Oct. 26.

To **Mr. and Mrs. Nathaniel Whiteside,** a daughter, Martha Ann, Mar. 29, 1957.

To **Mr. and Mrs. Richard Whittinghill,** a son, Kenneth, in Oct.

To **Mr. and Mrs. Bruce Wilson,** a son, Gary Allan, Jan. 5.

1953

To **Mr. and Mrs. Peter Marshall (Cecily Mattocks, '54)**, a son, Jan. 20.

To **Mr. and Mrs. George Peck (Doris Sturtevant, '54)**, a daughter, Julie Lisbeth, Oct. 11.

1954

To **Mr. and Mrs. Samuel Patch (Dorothy Ransford, '53)**, a daughter, Susan Elisabeth, Jan. 17.

To Mr. and Mrs. Paul Ffield (**Marian Spaulding**), a son, Paul, Jr., June 26.

To Mr. and Mrs. George Hartwell (**Virginia Buys**), a son, Peter David, Dec. 12, 1956.

To Mr. and Mrs. Robert Johnson (**Jean Clark**), a daughter, Lynn Anne, Oct. 17, 1956; address: 453 Ardmore Rd., Charlotte, N. C.

To Mr. and Mrs. Barry McGrath (**Beth Headley**), a daughter, Leila, Aug. 10.

1955

To **Mr. and Mrs. Joel Hamilton (Jill McKinstry, '54)**, a son, Seth Harper, Sept. 23; address: 1505 Girard St., S. E., Albuquerque, N. M.

To **Mr. and Mrs. John Weiger (Leslie Carpenter, '57)**, a son, Robert; address: 1308 E. Fremont, Appleton, Wis.

1956

To **Mr. and Mrs. Lyman Johnson,** a daughter, Holly Katherine.

To **Mr. and Mrs. Roald Schopp (Beverly Watkins)**, a son, Kenneth Charles, July 12.

To **Mr. and Mrs. Joel Sherburne,** a daughter, Leigh Anne, July 15.

To **Mr. and Mrs. John A. Walker (Diane Draper, '57)**, a son, Douglas John, Nov. 23.

To **Mr. and Mrs. Robert G. Widen,** a daughter, Melanie Ann.

To **Mr. and Mrs. Ernest A. Byron, Jr.,** a son, Norman Ernest.

To **Mr. and Mrs. John Costelloe,** a son, Kevin, July 7, 1956.

To Mr. and Mrs. Robert Cowan (**Judith Holmes**), a son, William Holmes, June 8.

To Mr. and Mrs. Thomas Clark (**Sally Thomson**), a daughter, May 30, 1957.

To Mr. and Mrs. John McGowan (**Barbara Langford**), twin girls, Elizabeth and Cynthia, March 1957.

In Memoriam

Gilbert W. Roberts, '02

Gilbert Roberts died on Jan. 12 at his home in Manhasset, N. Y. He was born in New York City on Nov. 5, 1880.

Mr. Roberts received his B. S. degree from Middlebury and his LL. B. degree from New York Law School in 1904 and was admitted to the bar in the same year. Since 1927 he has been a partner specializing in trusts and estate law in the law firm of Taylor and Roberts in New York City.

He was a member of Chi Psi fraternity and Phi Beta Kappa.

Surviving are his wife, the former Edith Bowne, a son, Donald, and two daughters, Frances, and Mrs. John McPherson.

Dr. Margaret Matheson Poole, '03

Dr. Margaret M. Poole died on Feb. 6 in Fall River, Mass. She was born in Stoke, P. Q. on Mar. 9, 1880.

Dr. Poole attended Middlebury for two years and then became a student at the American School of Osteopathy from which she received her degree in 1903. She practiced osteopathy in Littleton, N. H., Fall River, and Dighton, Mass.

THE INSTITUTE OF SOVIET STUDIES

[*Continued from page 9*]

give the specialist in the fields of economics, foreign policy, government and the sciences near native fluency in Russian and competence in the technical terminology of his field, not only for reading and research, but also for oral and personal contacts. Other important objectives are: to make the specialist feel at home in an environment where everyday Russian is required, and thus prepare him for travel or residence in the USSR or for cultural exchanges; to supplement training in the subject matter, done elsewhere in English, with training in Russian; to train students for government posts, diplomatic, scientific and other careers in Russian thus reducing or eliminating the training period on the job; to provide the specialist, through the rich offerings of the Russian School, with an opportunity to increase his knowledge of Russia's humanistic culture, and thus better prepare him to represent us abroad."

The assistance of Russian School faculty and friends was enlisted in a search for the most competent, most qualified and best known scholars and teachers. The great amount of time and effort spent in recruiting the Institute faculty proved most rewarding. It is a faculty of which any institution can justly be proud. The faculty will include the following professors, each with previous teaching experience, both abroad and in the United States: Dr. Nicholas E. Efremov, former professor of the Moscow Academy of Science and now research analyst for the American Committee for Liberation, will teach *Scientific and Technical Russian* and *Development and Organization of Soviet Science;* Professor George A. Taskin, lawyer, economist, geographer and research assistant in a scientific dictionary project, now affiliated with Fordham University, will offer *The Soviet Economy* and *Geography of the Soviet Union;* Dr. Nicholas S. Timasheff, former professor of the University of St. Petersburg, of the Sorbonne, of Harvard and Fordham, as well as author of many books and articles, is in charge of the course on *Soviet Political Institutions* as well as *Marxism; Theory and Practice;* while Dr. Nicholas P. Poltoratzky, research associate on the Inwood Project on Intercultural Communications will teach *Soviet Foreign Policy* and *Reading and Critical Analysis of the Soviet Press.*

The Russian School made possible the creation of the Institute. The Institute will further enhance the prestige and reputation of the Russian School and of Middlebury College in general. Its establishment is most timely, occurring as it does when greater cultural exchange, more contacts with Russia, freer travel and closer scrutiny of Russia's scientific advances appear both necessary and inevitable. The combined curricula of the Institute and the Russian School will help train more personnel so urgently needed, it will further and more effectively help meet the need for knowledge of the Soviet Union, and thereby serve our country's best interests.

THE WRIGHT MEMORIAL THEATRE

[*Continued from page 15*]

suggestions and opinions on all phases of development. I was also sent by the College to examine and photograph the Harrisburg (Pa.) Community Theatre which was designed by Harlan E. Swift, assisted by his daughter, Gladys, '46. This theatre and information supplied by the Swifts was most helpful in determining layout of the backstage areas, new construction materials, and relative costs. Other trips to Century Lighting Company of New York; Hunter, Bowdoin, and Colby Colleges, the latter with Mr. Rikert and Mr. Potter, provided first hand information on the use of new materials and on the Izenour-Century stage lighting control system, which was finally selected for our theatre. When Mr. Chandler Potter joined the drama staff in September, 1956, as designer and technician, he contributed many valuable suggestions and detailed plans, all of which were given careful consideration by the committee. Mr. Potter came to us from the Pittsburg Playhouse where he was designer for several years after having taught and designed at Stephens College in Missouri. He is a graduate of Amherst College and of Yale University. Other contributions were made by David Bridges, '55, and Judith Berry, '55, who made detailed studies of stage and shop layouts as advanced projects in their drama major. In addition, a complete set of plans representing the theatre needs of the language schools were submitted by Professor Claude Bourcier.

All of these activities and the untiring vigilance of Mr. Rikert in checking every detail of the layout and operation as the building progressed, have produced the present building.

In the interim, the drama courses have met in Munroe Hall and the "Gables." Rehearsals have been held in any building where there was space and a few chairs. Mr. Potter has replaced Mr. James Van Wart, Professor Horace Beck is assisting Professor Frederick B. Bowman by taking two of the five sections of speech. Dr. Bowman, has added courses in oral interpretation and advanced speaking to his regular schedule of elementary speech courses. In addition, he has conducted a most successful debate program, competing in tournaments against the nation's top debating teams. Few changes have been made in the curriculum. The literary courses have been contracted by one term course and the directing course has been re-expanded to a full year. Oral Interpretation and an advanced Seminar are now required of all majors whereas the course in Stagecraft is optional.

During these four years, the program of plays has continued uncurtailed. With the Drama Department as producers, *Wig and Pen* and *Players* have presented a minimum of three major productions each year supplemented with original three-act plays on two occasions and additional special productions such as *A Sleep of Prisoners* and *Six Characters in Search of An Author* in two other years. Among the regular year's program have been such plays as O'Neill's *Ah Wilderness,* Miller's *The Crucible,* Van Druten's *Bell, Book and Candle,* Ibsen's *Hedda Gabler,* Bagnold's *The Chalk Garden* and Shakespeare's *A Midsummer Night's Dream* and *Hamlet.* All of these were produced in McCullough Gymnasium, while *Mr. Roberts, Light Up the Sky, Stalag 17,* and *My Sister Eileen* were produced as Carnival plays in the old High School Gymnasium. Members of the Directing and Production classes have continued to present three to twelve one-act plays each year.

As of the beginning of this year, *Wig and Pen* has become an honorary society and Peter Honegger, who played the title role in *Hamlet* is its president.

At the moment of this writing, the drama staff, *Players* (now an active organization) and the members of *Wig and Pen* are planning a spring moving party to the Wright Memorial Theatre in preparation for the proposed opening at Commencement time. As curricular and extracurricular activities

1921 has been in investment securities in New York City.

Mr. Kinne is survived by his wife, the former Angeline Simpson, Middlebury, '21, a daughter, Mrs. Jean Zimmerman, and three sons, Charles, James, and David.

Helen Warren, '23

Helen Warren died on July 16 at fifty-six years of age.

She received both her A. B. and M. A. degrees from Middlebury. Miss Warren taught in high schools in New York state and Massachusetts.

Mary Button Allen, '23

Mary Button Allen (Mrs. Charles) died at her home in Salem, Mass. on Jan. 8. She was born in Brandon, Vt., Dec. 16, 1899.

She is survived by her husband and two daughters, Judith Allen, and Mrs. Samuel Waugh.

Edris H. Thayer, '24

Edris Thayer, Dean of Girls at Middletown (N. Y.) High School and a member of the faculty for thirty years, died on Jan. 3. She was born in Bellows Falls, Vt. on Oct. 10, 1901.

After her graduation from Middlebury she taught in Deposit, N. Y. until 1927 when she went to Middletown as a science teacher. In 1937 she became head of the science department and remained in that capacity until a few years ago when she began to assume more duties of counseling senior girls in connection with higher education plans.

Miss Thayer received a Master's degree from Columbia University in 1940 with a major in teaching natural science and with special work in Personnel Administration.

We quote from an editorial in the Middletown Times Herald, "An excellent teacher, a fine counselor and loyal friend died yesterday . . .

"Her words of encouragement and her efforts on behalf of her students—who were her primary interest—prompted many of them to attend colleges and universities. Many of her pupils also went to college better prepared because they had the benefit of her teaching ability. . . .

"Miss Thayer was always ready with a kind word or a helpful suggestion whether you were a science pupil who was fortunate enough to enjoy her chemistry class or a student who just needed advice. . . .

"The passing of Miss Thayer leaves a vacuum in the hearts of those who benefited from knowing this remarkable woman as a teacher, a counselor or as a friend."

Harold N. Durkee, '24

Harold Durkee died very suddenly on Jan. 13. He was born June 4, 1901 in Lynn, Mass.

Mr. Durkee has been owner and manager of the Family Laundry and Dry Cleaning Plant in Lynn, Mass. since his graduation from Middlebury. He was a member of Alpha Sigma Phi fraternity.

In 1925 he married Helen Shelden, Middlebury, '25. She survives him together with a son, Norman, and two daughters, Mrs. Jean Anderson, and Mrs. Billy-Jo Burke.

Paul S. Young, '29

Paul Young died on Nov. 1 in Schenectady, N. Y. He was born Dec. 15, 1904 in Brunswick, N. Y.

Mr. Young attended Middlebury for two years and then became a partner with Young Produce Company. In 1937 he became director of the Lansingburg Boys' Club in Troy, N. Y. and in 1943 he went to Schenectady as director of the Boys' Club there, a position he held at the time of his death.

Adolf Fiore, '55

Word has been received in the Alumni Office of the death of Adolf Fiore, late last year.

He was a pilot in the Air Defense Command and a top pilot in instrument flying.

Sports Calender

APRIL

19 Sat.	Baseball—R.P.I.	(H)
	Golf—R.P.I.	(H)
	Tennis—Coast Guard	(H)
	Track—Williams	(A)
	Lacrosse—Union	(A)
23 Wed.	Baseball—Williams	(A)
	Lacrosse—Dartmouth (practice)	(A)
25 Fri.	Baseball—Union	(H)
	Golf—Amherst	(A)
	Tennis—U of Massachusetts	(A)
26 Sat.	Track—Trinity	(H)
	Lacrosse—Hamilton	(H)
	Tennis—Wesleyan	(A)
30 Wed.	Baseball—St. Micheal's	(A)
	Track—Norwich	(A)
	Lacrosse—Williams	(H)

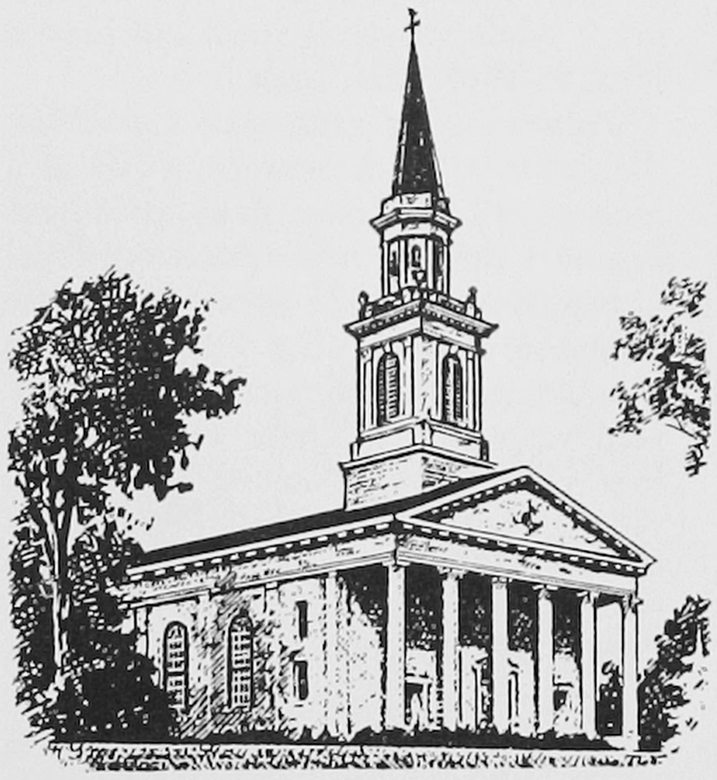
MAY

1 Thurs.	Tennis—Colgate	(H)
	Golf—Dartmouth	(A)
2 Fri.	Golf—Wesleyan	(H)
	Baseball—A.I.C.	(A)
3 Sat.	Baseball—Trinity	(A)
	Golf—Williams	(A)
	Tennis—Williams	(A)
	Track—Bates—Colby—Vermont	(A)
5 Mon.	Baseball—Norwich	(H)
	Tennis—R.P.I.	(H)
7 Wed.	Lacrosse—U of Massachusetts	(H)
	Tennis—Vermont	(H)
	Track—R.P.I.	(H)
9 Fri.	Baseball—St. Micheal's	(H)
	Golf—N.E.I.G.A. at Burlington	
10 Sat.	Baseball—Lowell Tech	(H)
	Lacrosse—Amherst	(A)
	Golf—N.E.I.G.A. at Burlington	
12 Mon.	Baseball—Vermont	(H)
14 Wed.	Tennis—Union	(H)
	Track—Union	(H)
	Golf—Union—Vermont	(A)
	Baseball—Clarkson	(A)
15 Thurs.	Tennis—Clarkson	(H)
	Baseball—St. Lawrence	(A)
16 Fri.	Golf—State Tournament at Burlington	
	Tennis—N.E.I.L.T.A. at Providence	
17 Sat.	Baseball—Wesleyan	(H)
	Tennis—N.E.I.L.T.A. at Providence	
19 Mon.	Baseball—Norwich	(A)
	Tennis—Vermont	(A)
21 Wed.	Tennis—St. Lawrence	(H)
	Baseball—Vermont	(A)
	Golf—St. Lawrence—Clarkson	(A)
	Track—State Meet at Northfield	
22 Thurs.	Tennis—Dartmouth	(A)

Bill Weir, '33, informs us that **Anson V. Ransom, '33** has been elected President of the Eatoontown (N. J.) Board of Education.

"... By Will, To The College On The Hill ..."

The College has received notice of the following legacy:



Under the Will of Philip B. Stewart $7,845.31 to be added to The John Wolcott Stewart Fund.

The John Wolcott Stewart Fund was established by the late Philip B. Stewart in 1956 in memory of his father, John Wolcott Stewart of the Class of 1846. Income from the Fund is to be used for scholarship aid to male students at Middlebury College.

Under the Will of George Dow Scott of the Class of 1895 $1,000 to Middlebury College for general purposes.

to a probable Republican victory in the 1960 presidential race.

All political predictions are foolhardy, but the party splits at least are casting shadows over the early maneuvering for the 1960 presidential nominations.

Vice President Nixon has the inside track for the GOP nomination primarily because he has managed to bridge the gap between the party's factions. He won the respect of the Republican right wing while serving in the House and Senate. As Vice President, his loyalty to Mr. Eisenhower has won him backing from the party's liberal wing.

Other Republican hopefuls who want to stop Nixon must look for their support among extremists of the party's two wings—Senator Knowland to the far right and Harold Stassen to the far left, for example. Neither's chances look very bright at the moment.

Nixon runs the danger that his straddle of the party's factions will fix him in the public mind as not standing for much of anything. But almost any candidate the Democrats can nominate is likely to run into the same hazard.

For the Democrats probably won't be able to pick a nominee who could give the party forceful leadership as a representative of either its left or right wings. Thus men like Governors Ave Harriman and Soapy Williams or Senators Dick Russell and Lyndon Johnson are virtually excluded as likely candidates.

To hold their party together, the Democrats must look either to Southern liberals like Senators Kefauver or Sparkman or to Northern conservatives like Senators Kennedy or Symington. Kennedy is getting an early trial run on this basis and because he has a new political face. However all these Democratic hopefuls look more acceptable today as potential vice presidential nominees, as do such Governors as Meyner and Leader who haven't quite measured up yet as presidential timber.

All of this may seem to be a far cry from the issue of Federal aid to education, which was the starting point of this discourse. But it may help to indicate why we have a stalemate in Washington today which makes it virtually impossible to launch any bold new programs—even though they may be linked with the sputnik and the race to control outer space.

Indeed, I see little hope that this stalemate can be broken in the near future by anything short of a major economic catastrophe. If this is the choice, almost everyone would prefer to continue the present political deadlock.

ALUMNAE CLUBS

[*Continued from page 54*]

student, the recipient to be determined by a Scholarship Committee consisting of Kathleen Kirby, '24, Ruth Merriam, '27, and Helen Stone, '38.

▶ The **Boston Alumnae Association** met at the Hi-Da-Way Restaurant, Boston, Jan. 22, for a mid-winter luncheon. Barbara Russell Duggan, '19, was chairman. A "pea-soup-fog" kept the attendance small but those who attended enjoyed hearing Mrs. Ernest Adams, '25, speak of college plans and problems.

The Alumnae met with the Middlebury men at a joint dinner on March 21. In April the Annual Meeting and dinner was held. Chairman for this was Mrs. Anthony Brackett (Mary Williams, '36). In May Middlebury joins with the Alumnae of Goucher and Pembroke in sponsoring an evening at the Boston "Pops," a scholarship benefit. Charlotte Duryea, '56 and Ann Findlay, '53, are chairmen.

▶ The **Manhattan Club of New York:** On February 7, a wild and stormy night, a hardy little group trekked to Greenwich Village for dinner at the Mona Lisa (*fine Italian food*) and "An Evening with Oscar Wilde" at the Sullivan Street Playhouse. The Club thanks Barbara Abel, '45, program chairman for such an interesting evening.

Mrs. Alice Perine, '47, Alumnae Secretary, came to the New York area in early March and met with the **Manhattan Club** on the 5th. A dinner was held at the Washington Square Inn, followed by the meeting.

Dear Editor:

Sir: As an alum, I greatly appreciated your article "Development Program Today" (*Newsletter, Winter 1958*). It gives a distinct picture, at a glance, of the needs of the College and progress towards its goals. It is interesting and gratifying to read of the lovely new buildings, additional scholarships and increased resources. But the thing that really impressed me was the fact that operating expenses today are six times more than they were in 1939—tuition increased only threefold! Let's have more of these Question-Answer articles. It is this method of presentation that makes a sometimes dull subject become alive, interesting and quickly read.

W. Kyle Prescott, '49

Sir: Possibly it is over-simplifying to state that there are two basic causes for the softness which Dr. Wissler cites in his article in the Winter News Letter. One is that many children suffer from a real emotional conflict and if they are going to become useful citizens at all, the necessity for them to achieve status by taking certain courses and being promoted from grade to grade is necessary. Quite apart from the Christian ethic that every individual is precious, our nation cannot afford to waste the talents of any citizens by allowing his frustration to result in his failure to contribute to society.

But it is still possible to have standards in education and to keep frustrations to a minimum. When standards are set up, however, so that some children cannot pass certain courses or be promoted from grade to grade, pressures are brought to bear. Citizens say, in effect, we own the schools, those of you who work in them must give all of our children the feeling of success.

As Dr. Wissler suggests I should like to see financial aid available, so that everyone with sufficient intellectual capacity may be allowed to develop to the fullest. If pressures have caused a weakening of our general educational system as far as intellectual standards are concerned, I hardly see how financial help could be kept free from pressures.

Does not the answer lie in a recognition of the value of teaching on the part of society? For the most part, everyone who really wants a college education and who can profit from it can have it. But society does not recognize the value of teaching by providing teachers with material rewards.

Anthony Brackett, '33

become established in the new building, the Drama Department will be equipped to offer its students the best in theatre training and experience. Even as we prepare to move, all of us are made increasingly aware of the importance of this theatre not only to those interested in drama courses and dramatic activities, but to the whole college community. For in erecting it, the trustees and administration are affirming the value of such courses and activities in a liberal college and in a world caught in the throes of missile hysteria. Perhaps in the coming scientific age our concern with human character and human actions in this theatre will be of some value to participants and spectators alike in maintaining a perspective on life whose focus is on man. We look forward to increased interest and productivity in all areas of dramatic work and to pleasing you as well as student and community audiences with a variety of the best in classic and contemporary drama.

WITH OUR FACULTY

[*Continued from page 52*]

served since 1951, when he succeeded the writer, who had been on the board since 1939. Prior to that year, several decades had passed without faculty representation on local governing boards. Dave's classmate, Phillip Wissell, '42, was also elected Trustee at the same Village meeting this year.

New Book

Members of the Middlebury Family are eagerly awaiting the publication in May of "Doc" Cook's new book, *The Dimensions of Robert Frost*. This is a book-length essay in literary criticism written in California during two sabbatical leaves. "Doc's" association with Mr. Frost dates back to 1924, when "Doc" was a senior at Middlebury, and much of the material for this book is based upon his personal relationship with the poet during many years at the Breadloaf School of English. Rinehart and Company is the publisher. More about this book in the *Summer Issue* of the NEWS LETTER.

SPORTS

[*Continued from page 8*]

wise dismal season which saw Middlebury win only four of 20 games. The 6-5 pivot man was great on the boards and was one of the nation's leading rebounders. Latest NCAA statistics listed him second among the countries small Colleges.

Rand grabbed off 445 rebounds in 20 games for a 22.2 average and led the team scoring with 115-57-287 points.

The Middlebury team battled through every game, but their lack of height often kept them from overcoming a lead or building up a substantial margin.

1957-58 Basketball Results:

Midd. 61 Union 78; Midd. 57 Harvard 84; Midd. 52 R. P. I. 72; Midd. 82 M. I. T. 75; Midd. 66 Northeastern 75; Midd. 78 Vermont 89; Midd. 71 St Lawrence 67; Midd. 66 Bates 72; Midd. 70 Amherst 90; Midd. 64 Wesleyan 63; Midd. 82 Springfield 90;

Midd. 55 St. Michael's 88; Midd. 61 Williams 70; Midd. 97 Norwich 84; Midd. 40 Vermont 87; Midd. 64 Clark 83; Midd. 60 Trinity 76; Midd. 53 Norwich 83; Midd. 73 Clarkson 83; Midd. 62 St. Michael's 70.

STALEMATE IN WASHINGTON

[*Continued from page 53*]

repeatedly treat Washington to spectacles which must be a little puzzling to anyone who looks for logic and sense in politics. Only a couple of samples need be cited here.

The Democratic National Committee has set up its own policy committee—dominated by leaders of the party's left wing—which turns out periodic broadsides against the President and his Republican Administration.

This Democratic policy group apparently expects that no one will notice that most of its criticisms might be directed with equal fervor against the Congressional leaders of its own party, who have refused to have any truck with the policy committee.

And Senator Wayne Morse treats Congress almost daily with a speech in which he berates Mr. Eisenhower and the Republicans for giving away the nation's resources to private interests by permitting a power company to develop Hell's Canyon.

Morse, of course, is a re-treaded Democrat. Apparently this entitles him to ignore the fact that Johnson and Rayburn are trying to engineer an even bigger give away with a bill to free the natural gas industry from Federal regulation.

The stalemate has made Washington a crazy, mixed-up place where such little inconsistencies are scarcely noticed.

The Eisenhower Administration is no less plagued by the split between the Republican left and right wings, which also can't be brushed aside as a mere hangover from the old Dewey-Taft battle for control of the party.

The Republican Old Guard in Congress, as well as the Old Guard which controls the party organization in many states, is violently anti-Eisenhower today. In some states, Indiana for instance, Republican candidates must declare that they are anti-Ike before they become eligible to wear badges of party loyalty. And Republican Congressmen see no inconsistency in voting against the Eisenhower program and then rushing to the White House to have campaign pictures taken with the President.

The split in Republican ranks may help explain why Mr. Eisenhower repeatedly has failed to put up a fight for legislation drafted by some of the "liberal" members of his Cabinet, including Brownell's civil rights bill and Folsom's education bill. And it may explain, too, how the public has managed to get an impression of a President who seems somehow to be divorced not only from his own party but even at times from his own Administration.

(In fairness, Mr. Eisenhower frequently has voiced the view that the President should recognize the co-equal status of Congress and not pressure it to enact his own program. This may be good theory. But the Government would have made very little progress over the years had not strong Presidents—the two Roosevelts, for example—battled tooth and nail with Congress for their programs.)

One astute Washington observer recently offered this side comment on the deadlock which prevails today in national politics: "We seem to be stuck in a situation where the Republicans can't elect a Congress and the Democrats can't elect a President." Long range forecasts already point to a Democratic victory in next fall's Congressional election and

Commencement Program

1958

Friday, June 6

2:00–10:00 p.m. Registration, Student Union Building
6:30 p.m. Buffet Supper, Bread Loaf Inn
8:30 p.m. Informal Lecture by Dr. Reginald Cook, Little Theatre, Bread Loaf

Saturday, June 7

8:30 a.m.–12:30 p.m. Registration continued, Student Union Building
9:00 a.m.–11:30 a.m. Alumni Coffee Hour, South Lounge, Student Union Building
9:30 a.m. Class Day Ceremonies, Lower Campus
10:30 a.m. Alumnae Association Meeting, Starr Library
10:30 a.m. Alumni Association Meeting, Munroe Hall
11:30 a.m. Alumnae Council Meeting
12:30 p.m. Commencement Luncheon, Memorial Field House
4:00–6:00 p.m. Informal Reception at the President's House, 3 South St.
6:00 p.m. Class Reunion Dinners
8:30 p.m. Commencement Play—"The Skin of Our Teeth" by Thornton Wilder

Sunday, June 8

10:45 a.m. Baccalaureate Service, Mead Chapel
12:30 p.m. Phi Beta Kappa Dinner, Middlebury Inn
7:00 p.m. Cane Ceremony, Forest Hall Arcade
8:30 p.m. Commencement Play—"The Skin of Our Teeth" by Thornton Wilder

Monday, June 9

10:15 a.m. Commencement Procession, Memorial Field House
10:30 a.m. Commencement Exercises, Memorial Field House

Class Reunion Dinners

Saturday, June 7, 1958, at 6:00 P.M.

Class and Chairmen	*Place*
1908	
Mr. Samuel Pettengill Robin Lawn Grafton, Vermont **Miss Jessie Smith** 15 Park Street Manchester, Conn.	Gifford Hall
1913	
Mr. William F. Pollard 38 Oakland Avenue Needham 92, Mass. **Mrs. Arthur C. Bardwell** 65 Main Street Hatfield, Mass.	Brandon Inn
1918	
Dr. Charles J. Lyon 4 South Balch Street Hanover, New Hampshire **Miss Ruth A. Hesselgrave** 66 Bradley Street Bridgeport 8, Conn.	Chateau
1923	
Dr. Allen D. Bliss 100 Devonshire Road Waban 68, Mass. **Mrs. Basil B. Walsh** Brandon, Vermont	Bristol Inn
1928	
Mr. Fred Whittemore Dorset Inn Dorset, Vermont **Miss Dorothy Abel** 114 Davis Avenue Brookline 46, Mass.	Middlebury Inn
1933	
Mr. H. Alan Painter Long Valley New Jersey **Mrs. William Dolt** R.F.D. Wallingford, Vermont	Bread Loaf
1938	
Mr. Allison S. Beebe 151 Highland Street Holden, Mass. **Miss Monica Stevens** 119 South Main Street Middlebury, Vermont	Brandon Inn
1943	
Mr. Russell P. Dale 169 Maple Road Longmeadow, Mass. **Mrs. David K. Smith** Chipman Heights Middlebury, Vermont	Dog Team
1948	
Mr. Frank S. Williamson, Jr. 7 North Park Street Hanover, New Hampshire **Mrs. Percy A. Mack** 2293 Hill Road Westfield, New Jersey	Middlebury Inn
1953	
Mr. John W. M. Clark 8700 Burning Tree Road Bethesda, Maryland **Mrs. Richard Kennedy** R.R.2 Owensboro, Kentucky	Waybury Inn

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